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Vol. 2 May, 1905 No. 2

Cumberland University Bulletin

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CUMBERLAND UNIVERSITY PRESS

CALENDAR FOR 1905-1906.

CUMBERLAND UNIVERSITY BULLETIN

VOL. 2 MAY, 1905 NO. 2

Published as a means of communication between Cumberland University and its alumni, students, friends and the general body of scholars engaged in teaching and research.

REGISTER

1904-1905

ANNOUNCEMENTS

1905-1906

Published Six Times a year by the Cumberland University
March, April, May, June, September, and December

Entered January 30, 1904, at Lebanon, Tenn., as second-class matter, under act of Congress of July 16, 1894

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Commencement Week, 1905.

Sunday, May 28—Baccalaureate Sermon.

Monday, May 29—Law Class Day.

Tuesday Forenoon, May 30—College Class.

Tuesday Afternoon, May 30—Law Class.

Tuesday Evening, May 16—Conservatory of Music.

Wednesday, May 31—Alumni Day.

Wednesday Afternoon, May 31—Law Class.

Thursday, June 1—Commencement Day. Conferring of Degrees by the President.

Calendar, 1905-1906.

September 4-6, 1905.....Entrance Examinations.
September 6, 1905.....Opening of Fall Term.
October 5, 1905.....Opening of Theological School.
December 23, 1905.....Beginning of Christmas Holidays.
January 2, 1906.....End of Christmas Holidays.
January 7, 1906.....Intermediate Law Commencement.
January 20, 1906.....Close of First Term.
January 23, 1906.....Beginning of Second Term.
May 8, 1906.....Theological Commencement.
June 3, 1906.....Baccalaureate Day.
June 7, 1906.....Commencement Day.

Entrance Examinations.

September 4, 1905, 9-12 A.M. .....Mathematics.
September 4, 1905, 2-5 P.M .....English and History.
September 5, 1905, 8-10 A.M. .....Modern Language.
September 5, 1905, 10-12 A.M.....Latin.
September 5, 1905, 2-4 P.M..... .....Greek.
September 6, 1905, 2-4 P.M.....Elementary Science.

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(Elected by the General Assembly.)

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[Term expires in May, 1905.]

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[Term expires in May, 1906.]

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[Term expires in May, 1907.]

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Violin.

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Piano.

LUCY SHANNON, B.M.,
Voice Culture.

MARY LOUISE BRODESON,
Piano.

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* In Europe for Study.

University Lyceum.

Appreciating the educational and other advantages of the highest grade lyceum courses, the University authorities organized the University Lyceum. The first course consisted of nine numbers given by some of the best artists of the American platform.

University Lyceum Course, 1904-5.

W. C. FROST, "Napoleon"—Illustrated lecturer. Oct. 20.

DR. JAMES HEDLEY, "What is a Man Worth?"—Lecture. Nov. 14.

WHITNEY BROTHERS QUARTETTE,—Concert. Nov. 28.

DR. HENRY G. HANCHETT, Pianist—Piano Concert. Jan. 27.

J. FRANKLIN CAVENY—Cartoonist. March 3.

MISS KATHARINE EGGLESTON—Reader. March 13.

EX.-GOV. BOB TAYLOR, Lecturer—"Castles in the Air." April 24.

HON. GEO. R. WENDLING, Lecturer—"The Man of Galilee." May 5.

University Lecturers.

REV. A. H. McKINNEY, PH.D.,
Associate Editor of the Sunday School Publications of the Presbyterian Church, U.S.A.

REV. J. B. HAIL, D.D.,
Cumberland Presbyterian Missionary to Japan.

REV. M. F. HAM,
Evangelist of the Baptist Church.

REV. D. P. PUTNAM, D.D., LL.D.,
Professor in Lane Seminary, Cincinnati, Ohio.

REV. W. B. PETTUS,
Traveling Representative of the Students of Columbia University.

REV. J. H. HENDRIX,
Evangelist of the Cumberland Presbyterian Church.

MR. JOHN R. RUSH,
Pittsburg, Pa.

REV. R. M. TINNON, D.D.,
Pastor of the First Cumberland Presbyterian Church, Nashville, Tenn.

Cumberland University

Lebanon, Tennessee.

General Statement.

History.

THE history of higher education in the Cumberland Presbyterian Church begins with the year 1826, when Cumberland College was established at Princeton, Ky. From the beginning the College was seriously embarrassed by a small debt and a too meager income; and so year by year the situation grew worse, as the burden resting on the General Assembly grew heavier. Finally, in 1842, after fruitless efforts to lift the debt and endow the College, the General Assembly "appointed a committee to select a suitable location for the establishment of a new institution." After investigation, the committee decided on Lebanon, Tenn.—the citizens of which agreed to erect a building at a cost of $10,000—and, accordingly, in September, 1842, Cumberland University entered upon its history.

The University was first chartered December 30, 1843, and the charter was amended at various times thereafter. The Board of Trustees is self-perpetuating. The election of new members, however, must be confirmed by the General Assembly of the Cumberland Presbyterian Church.

The Law School was opened in 1847. Its growth from the start was remarkable, and in 1856 it was considered the second in size among the law schools of the country.

By the concurrent action of the General Assembly and the Board of Trustees the Theological School was established in 1852.

When the Civil War began, the value of buildings and apparatus belonging to the University was rated at $50,000, and the endowment at $100,000. Moreover, the University was in a most prosperous condition, the number of students in 1858—the most successful year—being four hundred and eighty-one. During the war the University suffered a fate like that of many another Southern school. The buildings were burned, the apparatus and library were destroyed, the endowment was rendered worthless, and many of the trustees and friends lost all hope of reorganization. Notwithstanding all this, a few faithful ones determined to attempt the seemingly impossible, and in January, 1866, the University was reopened without buildings, endowment or apparatus. Since the "resurgence from ashes" the University has had a steady growth. Its buildings are large and commodious, its libraries, general and departmental, number twenty thousand volumes, its apparatus is valued at many thousands of dollars, and its influence reaches far and wide through the Union.

Departments.

The departments of the University as at present organized are as follows:

1. The School of Liberal Arts with
   a. Undergraduate Courses.
   b. Graduate Courses.
2. The Law School.
3. The Engineering School.
4. The Theological School.

5. The School of Oratory.
6. The Conservatory of Music.

Each of these departments has a separate faculty, organization and management, but all are under the direction of one Board of Trustees and one President.

Degrees.

At least one year of resident study is necessary for the acquirement of a degree, and the candidate must be present on Commencement Day.

The degrees conferred by the University are as follows:

1. COLLEGIATE.....	Bachelor of Arts, A. B. Bachelor of Science, B.S. Bachelor of Oratory, B.O.
2. UNIVERSITY.....	Master of Arts, A.M. Doctor of Philosophy, Ph.D.
3. PROFESSIONAL.....	Bachelor of Laws, LL.B. Bachelor of Divinity, B.D. Civil Engineer, C.E. Bachelor of Music, B.M.

Buildings.

The University building is occupied by the Literary, Engineering, and Theological Schools. It is a large structure, three stories high, and is situated on a beautiful elevation in the center of a campus of some forty-five acres. It contains more than fifty rooms, specially designed and adapted for college and university work. The University chapel, which occupies the rear portion, has just been finished in the most elegant style. There is perhaps no other college chapel in the South so richly and handsomely adorned.

Caruthers Hall, situated on West Main street, contains

the law lecture rooms, two society halls, the University library and the large auditorium for the general meetings of the students and for University exercises.

Divinity Hall, situated farther out on West Main street, and once the home of the Theological Department, has been thoroughly renovated, and is now used as a dormitory and refectory.

A magnificent new dormitory has been erected on the campus near the main entrance. The building is 156x50 feet, four stories high, with seventy-five rooms arranged in single apartments and in suites of two and three rooms. It has been constructed of pressed brick and stone, finished in hardwoods, and supplied with every modern convenience—steam heating, electricity, baths and closets on each floor, and elevator. The dining room and kitchen occupy the fourth floor.

The Law Library.

The fifteen thousand volumes composing the old University library, which for many years has occupied a large room in Caruthers Hall, have been distributed among the various departmental libraries. The famous "Murdock" collection of books and pamphlets valued at many thousands of dollars, has gone to its permanent quarters in the new annex to the Theological library, while the many volumes in law, history, politics, etc., have for the most part been retained to form the nucleus of a new Law library, which has recently been opened. The room formerly occupied by the University library has been renovated and arranged to suit the purposes of the Law Department. This recently established library has some three thousand or more volumes, and this number will be increased from year to year.

It is very conveniently located with reference to the members of the Law Department, being in the same building.

The Mitchell Library.

This library was the gift of Mr. David E. Mitchell (now President of the University), while still an undergraduate. It occupies a large and well lighted room on the ground floor of the University building, and thus is within easy reach of the literary students. It is handsomely equipped with sectional book cases, elegant tables, a cabinet mantel, etc., and at present contains some two thousand one hundred volumes. Since it was opened more than three years ago it has proved of the utmost service to the students, and, in fact, may be said to form the most useful and needed equipment the college department has recently acquired.

Hale Reference Library.

This library was established for the exclusive use of the Theological Department through the liberality of Mrs. E. J. Hale, of Morristown, Tenn., in memory of her husband, Dr. E. B. Hale. It occupies a room on the second floor of the new building; is handsomely furnished, and contains about one thousand one hundred volumes. The annex to the Hale library comprises several thousand volumes formerly deposited in the general library, and among them the valuable "Murdock" collection.

Chemical Laboratory.

The Chemical Department has at its command a number of rooms in the University building. In addition to the general lecture room there are laboratories for general and analytic work, well equipped with desks, furnished with

gas and water, and apparatus for students ample for the courses offered. The stock of chemicals is representative, containing all the common compounds for experimental work, and many rare and curious substances. The laboratories are being enlarged and better equipped each year.

Museum of Natural History.

The museum of natural history, though hampered for lack of room, embraces an excellent collection which would make a very creditable showing in more commodious quarters. There are several hundred fossils and casts of notable fossils, a working set of minerals, a fine collection of rocks furnished by the government, a goodly number of alcoholic specimens, and a very valuable collection of five hundred species of Japanese shells, including many duplicates.

Special mention must be made of a very large and valuable collection of shells, accurately classified, minerals and curios which were received during the past year—a bequest of the late Miss Victoria Jackson, of Bowling Green, Ky. Acknowledgment is also made of a similiar collection, the gift of Mrs. McDow in memory of her husband, Dr. Thomas B. McDow, of Charleston, S. C., who was a graduate of the Literary Department of the University in the class of 1874.

It is the desire of the curator of this department to make the collection as large and representative as possible; accordingly, friends of the University will confer a great favor by sending to the Professor of Natural Science any specimens they may secure.

Physical Laboratory.

The Department of Physics has at its command a suite of rooms on the first floor of the University building.

While not handsomely provided for as yet, this department has apparatus worth many hundreds of dollars, and is adding to its stock each year.

Gifts or bequests to the department will be gratefully received.

Astronomical Observatory.

The University has no astronomical observatory, though it possesses a good reflecting telescope, a transit, and some other instruments of minor importance used by the classes in astronomy. It is earnestly hoped that some friend or alumnus will supply the means necessary to the erection of a small observatory—an addition greatly needed.

Nisbet Biological Laboratory.

This recently established laboratory is the gift of a former student of Cumberland, Mr. Frank Watkins Nisbet, a very successful young business man of St. Louis, Mo. It was founded in memory of his father and mother, Mr. and Mrs. Watkins F. Nisbet, formerly of Evansville, Ind., for many years prominent members of the First Cumberland Presbyterian Church of that city. The laboratory is equipped with the best microscopes made, provided with all suitable eye pieces and objectives, mountings of various kinds, tables, chairs, and, in fact, all other necessary paraphernalia. Mr. Nisbet's generous gift has made possible for the students methods of work and research not open to them heretofore.

Discipline.

The University lays upon the student two general requirements. The first is embraced in the motto, "*Semper praesens, semper paratus.*" Continued absence from class

and neglect of lessons are offenses for which the student may be admonished or suspended.

The second requirement is that he shall deport himself as a good citizen and a gentleman. In definition of this requirement, the Trustees, by special action, have declared the following as special offenses for which the student may be indefinitely suspended: "Intoxication, gambling, visiting drinking and gambling houses, acting riotously on the streets, and disturbing, by unseemly conduct, religious, literary or educational meetings of citizens or students."

Chapel Service.

In the interest of the college students a brief chapel service is conducted each day by some member of the Faculty. At these services the simple truths of Christianity are stressed, the formation of right habits insisted on, the temptations peculiar to college men pointed out, and the worth of manly character emphasized. All students are required to attend.

Young Men's Christian Association.

The members of the Faculty take pleasure in commending the good work done by the College Young Men's Christian Association, which for many years has held before the student body the standard of Christian manliness. Cumberland University has the honor of having organized one of the first college associations in the United States. This association, especially since its reorganization after the war, has been one of the strong religious forces of the University.

Societies.

Connected with the University are three literary societies.

The Philomathean Society.—This society was organ-

ized in 1854. Motto: *"Nihil Sine Labore."*

THE HEURETHELIAN.—This society was organized in 1854. Motto: *"Γνῶθι τὸν Θεόν. Γνῶθι σεαυτόν."*

THE CARUTHERS SOCIETY.—This society was organized in 1890. Motto: *"Esse Quam Videri Malim."*

These societies all have commodious and well furnished halls, and hold their meetings every Saturday evening during the scholastic year. They also give public exhibitions from time to time in Caruthers Hall.

Athletics.

Believing that athletics is an essential feature of college and university life, the members of the Faculty co-operate with the student body in the effort to promote a healthy athletic spirit, and to maintain the standing of the University in the annual inter-collegiate contests. The Athletic Association, which is under Faculty direction, has the oversight of all local and inter-collegiate baseball and football games, field sports, etc. Professionalism is entirely excluded, and no student is permitted to take part in any public contest who is conditioned in his studies. During the winter months basketball is among the favorite means of indoor recreation. Efforts to improve the gymnasium are being made.

The Oratorical Association.

The University holds active membership in the Inter-Collegiate Oratorical Association of Tennessee, an organization of five years' standing, and one that during its brief history has been effective in raising the standard of oratory in the several colleges represented.

The Cumberland Weekly.

An important agency connected with the work of the University is *The Cumberland Weekly,* a periodical controlled and edited by the students of the University, subject to the Faculty's direction. It serves as the University mirror, reflecting all matters of interest relating to athletics, literary societies, the Young Men's Christian Association, and the various departments of the institution, which by its influence have been brought into close fellowship.

The Phoenix.

The students of the University publish every spring a handsome annual called *The Phoenix.* It is a large volume beautifully illustrated and bound, containing half-tones of all student organizations and members of the Faculty, in addition to reading matter of a humorous and serious cast. *The Phoenix* is a source of pleasure and pride to all who are in any way connected with the University.

Boarding.

The cost of board per week ranges from $2.25 to $3.75. This includes room rent, fuel and lights. Many of the best homes in Lebanon are open to student boarders, who thus are brought directly under the moral and refining influences of Lebanon society. Divinity Hall, which has been very successfully operated for several years, has reduced the cost per month to about $8. The cost of living in the new dormitory on the campus will vary from $13 to about $15 per month, depending on the size and location of rooms.

The cost of board per month will be $10. Room rent will be from $3 to $5, according to room. Students boarding here will furnish their own toilet articles, four single sheets

for bed 3x6 feet, one pillow, two pillow cases, two comforts, or one comfort and a pair of blankets if preferred.

A damage fee of $3 will be deposited by each boarder. This fee will be returned to boarder if no damage is done to his room; if any damage is done, only so much of the fee will be retained as will cover cost of repairs. Boarders will have all the privileges of the building.

Fees.

All term fees must be paid in advance. No one will be recognized as a student until his matriculation certificate has been signed by the Dean of the Faculty to which he recites. In exceptional cases only shall students be permitted to have any part of their fees refunded. In cases of protracted sickness or providential occurrences requiring long absences, it is customary to give the student credit on his fees for another term by such an amount as may be deemed proper; and if he cannot return, he may transfer his right to another.

The diploma fee of $5 must be deposited with the Treasurer at the beginning of the student's last term. If for any cause the degree is not conferred, this fee will be refunded.

For amount of fees and expenses, see under different schools.

Location.

Lebanon is one of the oldest towns in Middle Tennessee. It celebrated it centennial in 1902. It has been an educational center almost throughout its history. Its people are celebrated for their culture, morality, and hospitality. The students are received into all their homes. It is an ideal community for student life. The University is the chief enterprise of the town, and as a result the citizens

are deeply interested in its prosperity. They accord to the student a most hearty welcome. He is at home at their firesides, and receives on all hands words of cheer and encouragement.

Saloons were abolished in 1901 and since that time the University students have been free from all temptations of vice. Lebanon has well appointed and progressive churches. All students are urged to attend faithfully the services held in the church of their choice.

School of Liberal Arts.

Established 1843.

Faculty.

DAVID E. MITCHELL,
President.

ANDREW H. BUCHANAN, Dean,
Mathematics, Physics, Astronomy.

WILLIAM D. McLAUGHLIN,
Ancient Languages.

EDWARD E. WEIR,
Philosophy.

LABAN LACY RICE,
English.

JAMES S. WATERHOUSE,
Chemistry and Biology.

CLARA EARLE,
Modern Languages.

F. J. STOWE,
Oratory and History.

C. H. KIMBROUGH,
English.

J. C. WALKER,
Modern Languages.

General Statement.

Departments of Instruction.

The work in this department of the University is divided into collegiate, or undergraduate instruction, and University, or graduate instruction.

Several undergraduate courses of study are provided, leading to the degrees of Bachelor of Arts, Bachelor of Science and Bachelor of Oratory. These offer a liberal education in Ancient and Modern Languages, History, Mathematics, Science, Oratory, and Philosophy.

Two graduate courses are offered, one leading to the degree of Master of Arts, and the other to the degree of Doctor of Philosophy.

Requirements for Admission.

Admission to the Freshman Class may be obtained in two ways:

1. *By Examination.*—The regular examinations for admission to the Freshman class are held each year in June and September. For students who desire to be examined elsewhere, and at a different time, satisfactory arrangements can be made. In such cases a small fee will be charged. See elsewhere calendar for details as to time and place.

Written examinations will be held in the following subjects: English, Mathematics, Latin, Greek, French or German, History, and Science. In lieu of our own the entrance examinations prescribed by the association of college and preparatory schools of the Southern States will be accepted.

No student will be admitted to standing in the University whose examination paper shows a marked deficiency in English composition, spelling, and punctuation.

2. *By Certificate.*—In lieu of written examinations certificates from certain training schools whose work has been approved by the Examining Board will be received. In the section of country directly contributory to the University there are some fifteen or more training schools of excellent

grade, certificates from the principals of which will admit students to regular standing without written examinations. Castle Heights School, of Lebanon, Tenn., is the local preparatory school of the University. Students from accredited training schools who try for admission to the Sophomore class must be prepared to stand a written examination on the work of the Freshman year.

It is suggested that students who wish to enter by certificate make application to the Registrar through their respective principals as early as possible. Blank forms may be had on application.

The courses of study that lead to the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Oratory require proficiency in the preparatory studies that lead to each course. An outline of the requirements by courses follows:

English.—The preparation for admission to the English work should include a thorough training in grammar and English composition. The student should possess a good knowledge of spelling, punctuation, capitalization, and should have mastered the contents of the books listed below. In addition, a reasonable amount of collateral reading of English authors in poetry and prose should have been done. The examination is designed to test the candidate's appreciation of the literature studied, and further, to test his ability to express his thoughts in simple, idiomatic English. No student will be granted standing whose written work indicates lack of familiarity with the spirit and contents of the books in the required list, and shows, defective spelling, punctuation, grammar, etc. It is suggested that the candidate present as a further evidence of his preparatory work the exercise book used in composition. The examination will consist of four parts:

1. The correction of sentences illustrating common grammatical and rhetorical blunders. For samples, see the examination papers in Appendix.

2. The answering of questions dealing with the contents of the books in the required list. The student should be able to make analyses of the thought, to relate the main incidents, to describe the most interesting situations in the various books, and to supply ordinary biographical details.

The list of books for 1904 includes the following: Shakespeare's Merchant of Venice and Julius Caesar; The Sir Roger de Coverley Papers; Goldsmith's Vicar of Wakefield; Coleridge's Ancient Mariner; Scott's Ivanhoe; Carlyle's Essay on Burns; Tennyson's Princess; Lowell's Vision of Sir Launfal; George Eliot's Silas Marner. The following are for special study and practice: Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Macaulay's Milton and Addison; and Burke's Conciliation with the Colonies.

3. The writing of brief essays and character sketches based on the contents of the volumes in the list.

4. The answering of simple esthetic questions dealing with the broad differences between some of the books, and the most prominent literary characteristics.

Mathematics.—He should be able to perform promptly and rapidly all the ordinary arithmetical and algebraic operations. He should be familiar with the short methods in arithmetic, should deal readily with integral, fractional and negative exponents, and should be able to use logarithmic tables. He should also have completed plane and solid geometry, algebra through quadratic equations, and be familiar with the metric system of weights and measures.

For specimen examination paper in Mathematics, see Appendix.

Science.—Candidates for admission to all courses should have a fair knowledge of geography and physiography, and the elements of human anatomy, physiology, and hygiene. A year's work in elementary chemistry or physics is required of candidates for the scientific degree. For specimen examination in science, see the Appendix.

History.—A general knowledge of United States History is required of candidates for all degrees. Of candidates for the Scientific degree, a year's work in general or English history is required.

Latin.—1. Caesar's Gallic War (four books). In place of books three and four about fifty pages of Cornelius Nepos may be substituted. The passages selected for translation will be accompanied by questions dealing with the subject-matter, constructions, etc.

2. Cicero's Orations against Catiline, The Citizenship of Archias, and one other oration left to the choice of instructor. The passages selected for translation, accompanied by the usual questions of forms, constructions, etc.

3. Virgil's Aeneid (six books). In place of two books of the Aeneid, two thousand lines of Ovid may be offered. In addition to the usual questions accompanying the selections for translation there will be questions on prosody.

4. Translation at sight of simple prose from Viri Romae, Caesar, and Cornelius Nepos.

5. Prose composition based on Caesar, Nepos, and Cicero. See Appendix for specimen examination paper.

Greek.—1. Xenophon's Anabasis (four books). Two books of the Anabasis may be replaced by an equivalent amount from the Cyropoedia. The selections for transla-

tion will be accompanied by questions dealing with forms, constructions, and accent.

2. Homer's Iliad (three books). For one book of the Iliad an equivalent amount of the Odyssey may be substituted.

3. Prose composition, based on the first three books of the Anabasis. Students are urged to study accent diligently. See Appendix for specimen examination paper.

Modern Language.—The examination in French or German will call for familiarity with the various forms and inflections of noun, adjective, verb, etc., the possession of a fair vocabulary of the simpler words, the acquaintance with the ordinary rules of syntax, and the ability to read at sight with the aid of a vocabulary of the more difficult words. Careful attention should be given to pronunciation. From one to two years should be given to the study of either language. See Appendix for specimen examination paper.

Text-books for Admission.

For the benefit of those who may not be acquainted with the best books in the various studies that prepare for college work, the following list is recommended by the Examining Board. The list is not intended to include every worthy book published, though students and preparatory teachers may feel safe in using the volumes commended.

1. ENGLISH:

(a) Grammar—Allen's School Grammar, Longman's English Grammar, McEwan's Essentials of the English Sentence, Kimball's English Sentence, Lewis's Applied English Grammar.

(b) Rhetoric and Composition — Clark's Practical Rhetoric, Lockwood and Emerson's Composition and

Rhetoric, Herrick and Damon's Composition and Rhetoric, Scott and Denny's Elementary English Composition.

(c) English and American Classics—For list of required works see under "Requirements for Admission" on a previous page. There are several good series of annotations of these works, among the number the "Pocket Classics" (Macmillan); the "Silver Series" (Silver, Burdett & Co.); "Lake English Classics" (Scott, Foresman & Co.); "Standard English Classics" (Ginn & Co.); and "English Classics" (Heath & Co., and Allyn & Bacon).

2. MATHEMATICS:

(a) Arithmetic—Any good High School Arithmetic.

(b) Algebra through Quadratics—Wentworth, Wells, or Milne's Academic Algebra.

(c) Geometry—Phillips and Fisher, Wentworth, or Wells.

3. SCIENCE:

(a) Geography—Fry's or Longman's School Geography.

(b) Physical Geography—Davis, or Tarr, or Gilbert and Brigham.

(c) Physics—Gage or Carhart.

(d) Physiology — Martin's Human Body, briefer course; Blaisdell's Practical Physiology, Colton's Physiology.

4. LANGUAGE:

(a) Latin—Collar and Daniell's First Year Latin; Smiley and Storke's Beginner's Latin Book; Churchill and Sanford's, or D'Ooge's Viri Romae; Allen and Greenough's Ovid; Robert's Cornelius Nepos; Allen and Greenough's,

or Bennett's, or Harkness' Grammar; Caesar, Kelsey, or Harkness and Forbes; Virgil, Knapp; Cicero, Allen and Greenough; Composition, Rigg's In Latinum, or Moulton and Collar.

(b) Greek—White's, or Gleason and Atherton's First Greek Book; Goodwin's Grammar; Xenophon's Anabasis, Goodman and White, or Harper and Wallace; Homer's Iliad, Seymour; Composition, Pearson.

(c) French—The Grammars of Fraser and Squair, Edgren, and Deborde. Muzzarelle's Brief French Course. The readers of Super, Rollin, and Kuhns. L'Abbe Constantin; and La Belle Nivernaise.

(d) German—Becker's Elements of German, and Thomas. The readers of Harris, Brandt, and Joynes-Meissner. Marchen und Erzahlungen; L'Arrabiata.

5. History:

Colby's Outlines of General History, Meyers' General History, Montgomery's, or Channing's, or Thomas's, or Larned's History of the United States; McLaughlin's History of the American Nation; Coman and Kendall's, or Larned's, or Gardiner's History of England.

Admission to the Prescribed Courses.

The entire work as outlined in English, Mathematics, Elementary Science and United States History is required for admission to the Freshman Class of either of the prescribed courses. For admission to the Bachelor of Arts course the additional requirements are Latin and Greek, as outlined; or, instead of Greek, French or German. For admission to the Bachelor of Science course, the additional requirements are: (a) Latin (four years), French or German; or, (b) Latin (two years), French or German, ad-

ditional Science and History; or, (c) Latin (two years), French and German, and additional Science or History.

Admission to Special Courses.

While the several courses of undergraduate study in the University are designed primarily to lead to some degree, to certain students the privilege will be accorded of pursuing some of these courses without the expectation of receiving a degree. Such special students are subject to the regulations of the University as to scholarship, examinations, attendance, deportment, etc., and are required to take at least fifteen hours of class room work a week. No student under the age of seventeen will be permitted to matriculate as a special student. When requested, certificates of work done will be furnished to special students.

Admission to Advanced Standing.

Students from accredited Training Schools desiring admission to advanced classes must be prepared to stand written examinations on all work required in the lower classes.

Candidates for admission to advanced classes coming from institutions of collegiate rank will in every case receive full credit for work done elsewhere by forwarding with their request a certificate of class standing from the dean of the college in question. If the certificate presented seems in the opinion of the Faculty to indicate poor scholarship the candidate will be required to stand an examination in the studies in which the deficiency is noted.

Requirements for Degrees.

Candidates for degrees will take the courses as outlined on pp. 46, 47. The work of the Freshman and Sophomore

years is required. Eighteen hours per week must be taken by Juniors and Seniors. Only ten hours are prescribed for the Juniors; for the Seniors, seven. The remaining work is elective.

All students are urged not to postpone any of the required work of the Freshman and Sophomore years until they attain the standing of Juniors or Seniors. This postponement is never rendered necessary for regular students by conflict in recitations, and is almost sure to prove disadvantageous to the student. Any student who, disregarding the suggestion of the Faculty, postpones any of his required work until the last two years of his course must count this an extra duty, to be performed in addition to the eighteen hours of work required of all students.

Examinations and Grading.

Besides the daily oral examination upon assigned portions of text two kinds of written examinations will be held. The first will be topical, and will be held at intervals of a few weeks, at the discretion of the professor, upon the completion of a topic or division of a subject. The second will be final, and will be held at the close of each term. Students whose grade in any subject, including the daily recitation and final examination, is below seventy, one hundred being the maximum, will not pass in this subject; and those whose average grade for the year is below seventy will not be permitted to enter the next class, until the condition is removed. Students whose average grade during the Senior year is less than seventy will not be graduated. Students may at any time submit to a second examination and reinstate themselves. Students leaving before the end of any term will be required to stand an examination upon

the portion of the course which they have missed before they can enter their class again.

At the close of each term reports indicating the students' general class standing will be sent to parents or guardians.

Absences.

A careful record of the attendance of all students will be kept. Absence from one-tenth of the recitations in any subject will debar the student from passing in that subject unless he shall privately make up these lessons. All this applies to those who enter late as well as those who are absent during the term or leave before the close. Absences not made up will lower the grade proportionately.

Co-Education.

Women are admitted to all of the college classes on the same footing with men. They must be prepared to stand the regular examinations for admittance, and, if desirous of taking special work not leading to a degree, must be old enough to pursue the course with profit.

Expenses per Term of Twenty Weeks.

Tuition Fee for all students	$25 00
Contingent Fee for all students	12 50
Diploma Fee for graduates	5 00
Examination and Diploma Fee for all graduate students	25 00
Boarding with private families ($3.25 to $3.75 per week)	70 00
Boarding, Divinity Hall, about	45 00
Boarding, New Dormitory ($3.25 to $3.75 per week)	70 00

The fee for work in the Chemical Laboratory is $5 per term. In the Biological Laboratory, $2.50 per term. A deposit of $5 to cover breakage is required. As much of this as is unused will be refunded at the close of the year.

It is thus seen that the total necessary expenses of Academic students, exclusive of books, clothing and washing, need not exceed $100 per term of twenty weeks, and may be reduced to $70 if the student boards in a club.

Students entering within four weeks of the opening are charged for the full term.

Students who enter late and are examined on the work already done by the class will pay full fees.

Candidates for the ministry and children of active ministers are exempt from tuition, but are required to pay all other fees. If candidates shall ever voluntarily abandon the ministry, or shall not connect themselves with some department of church work, they will be required to remit to the Treasurer the full amount of tuition fees, according to regular charges.

Courses of Instruction.

The following is a detailed statement of the courses of instruction offered to the students of the University: Numerals in parentheses indicate the number of class exercises per week. A laboratory period covers from two to three hours; a recitation period one hour.

English Bible.

A careful study of the history and literature of the English Bible is essential to the scholar. The Bible, more than any other literature, has influenced the trend of civilization in all ages; it has ever been the inspiration of writers, scientists, philosophers, statesmen, and all others whose lives and works have helped mankind Godward. The Bible contains

not only the key to all philosophy of history, but therein may be found the life-ideals which lead to true worth in manhood and womanhood. The purpose of this study is to familiarize the student with the history of the Jewish people, and with the rise and establishment of Christianity; also to open to him the rich literature of the Scriptures, and its broad fields of thought and philosophy.

Free use will be made of the library, lectures will be given the classes from time to time, and theses will be required from each student.

1. Old and New Testament History. First term (1).
2. Literary Study of the Bible, Moulton. Second term (1).

Oratory.

Instruction in this department aims to develop in the student the power to think while before an audience, to teach him to control his faculties, to use his knowledge at any time and under all circumstances. This work will be both theoretical and practical, and directed, so far as possible, to the individual needs of the student.

Two hours per week for two years will be required for the Bachelor of Arts or the Bachelor of Science degree.

1. Principles of Oratory. First term (2).
2. Voice and Physical Culture. Second term (2).
3. Extemporaneous Oratory. First term (2).
4. Forensic Oratory. Second term (2).

Elective courses will be found in the School of Oratory.

History.

It is the object of these courses to bring before the student's mind a vivid picture of the main events of history, and to imbue his mind with the spirit of the times which he

studies; to trace the relation of cause and effect in the rise and fall of nations, and in the progress of civilization. Students will be expected to make free use of the library, and themes will be assigned on various historical questions.

1. History of Greece from the earliest times to the Roman Conquest. First term (2).

2. History of Rome from the founding of the city to the downfall of the Empire. Second term (2).

3. Advanced English History (2).

4. Advanced American History (2).

5. Mediaeval and Modern European History (2).

6. Democracy: A Study of American Institutions (2).

English.

The instruction in this department is both theoretical and practical. During the first, and a portion of the second, term of the Freshman year students are required to furnish weekly compositions, which, after a careful examination by the instructor, are frankly criticised by him in the presence of the class. The second year's work embraces advanced composition and a special study of the Forms of Discourse.

1. Theme Writing. This course is designed to train the student to tell in a natural, straightforward manner what he knows, and to describe clearly and vividly what he sees. Two terms (1).

2. Rhetoric. An examination of the laws of paragraph structure, followed by a study of figurative language. First term (2).

3. Rhetoric continued. A study of Narration, Description, Exposition, and Argumentation. Courses 1 and 2, prerequisite. Second term (2).

4. Critiques. This course is designed to supplement the

elective courses in Junior and Senior literature. The nature of the work varies with the subject and the pupil. All of the foregoing courses are prerequisite.

English and American Literature.

It is the aim of the first courses in English and American literature to give the student a general view of the subject. Then follows a more detailed study of authors and their works, stress being laid not on philological and antiquarian matters, but on appreciative literary interpretation. Advanced students are required to do daily collateral reading in the library, to submit theses from time to time, and to make frequent written criticisms on men and books.

1. From Beowulf to Dryden. A general survey of English literature to the time of the Restoration. Special emphasis laid on Beowulf, and the writings of Cynewulf, Chaucer, Marlowe, Shakespeare, Jonson, and Milton. Open to students who have completed the courses in Freshman Rhetoric and Composition. First term (4).

2. From Dryden to Kipling. General survey continued. Selections from all the more prominent writers in prose and poetry read and criticised. Emphasis laid on the writings of Addison, Burns, Wordsworth, DeQuincey, Macaulay, and Tennyson. Prerequisite same as that of Course 1. second term (4).

3. American Literature. A general survey from the sixteenth century to the Transcendental movement. Prominence given to the works of Franklin, Irving, Cooper, and the balladists of the American Revolution. Open only to those who have taken Courses 1 and 2. First term (3).

4. American Literature. From the Transcendental move-

ment to the present time. General survey continued. Prominence given to the writings of Poe, Longfellow, Lowell, Holmes, Lanier, Thoreau, and Whitman. Open only to those who have completed Courses 1, 2, 3, and 4. Second term (3).

5. Anglo-Saxon. Beginner's Course, based on the study of Cook's First Book in Old English. Reading of simple prose. Generally taken in Junior year. (2)

6. Anglo-Saxon. Reading of selections from the poets Caedmon and Cynewulf. Also selections from Beowulf. Course 5 a prerequisite. (2)

7. Anglo-Saxon—Advanced Course. Selections in prose and poetry, together with sight reading. (Not offered in 1905-6.)

8. The Greater Elizabethan Dramatists. Studies in Shakespeare, Jonson, Beaumont, Fletcher, and Webster. Open only to those who have taken Courses 1, 2, 3, and 4. (3)

9. Victorian Literature. Studies in Carlyle, Macaulay, Tennyson, Browning, Rossetti, Morris, Matthew Arnold, and Kipling. Open only to those who have taken Courses 1, 2, 3, 4, 7 and 8. (3)

Mathematics.

1. Algebra. The progressions; binomial theorem; indeterminate co-efficients; indeterminate equations; determinants; theory of equations. First term (2).

2. Plane and Spherical Trigonometry. Trigonometric functions as ratios, not as lines; angular analysis; and solutions of triangles. First term (2).

3. Analytic Geometry. Second term (4).

4, 5. Differential and Integral Calculus. Deevlopment

of functions; evaluation of indeterminate forms; theory of logarithms; maxima and minima; tangents; normals; and asymptotes. Two terms (3).

6. Land Surveying and Leveling (2).

7. Higher Algebra (2).

8. Conic Sections, Salmon. Elective course for Juniors. Second term (2).

9. Geodetic Surveying. Measurement of Base-lines; figure adjustments; least squares; and geodetic astronomy. Course 6 a prerequisite. (3)

10. Higher Differential and Integral Calculus. Courses 4 and 5 prerequisite. (2)

11. Solid Analytic Geometry. Course 3 a prerequisite. (2)

12. Differential Equations. Course 10 a prerequisite. (2)

Physics.

1. General Physics. Mechanics of solids and fluids; Heat: thermo-dynamics, kinetic theory, etc.; Acoustics: wave motion and theory of music. First term (3).

2. General Physics. Continuation of Course 1. Magnetism and electricity: magnetic effects of currents; electro-dynamics; dynamos; motors, electric waves, etc. Light: refraction; reflection; polarization; optical instruments. Second term (3).

3, 4. Advanced Physics. Elective course for Juniors and Seniors. Two terms (2).

Astronomy.

1, 2. General Astronomy. Outlines of descriptive and theoretical astronomy. Two terms (3).

3. Advanced Astronomy, Theoretical and Practical.

Elective course designed for those who have taken Course 1. Determination of time, latitude, longitude, and azimuth. Second term (2).

Latin.

1. Sallust, Livy, and prose composition. First term (4).

2. Sallust, Cicero's De Senectute, and prose composition. Second term (4).

3. Tacitus: Annals, and such collateral readings as the subjects suggested. Courses 1 and 2 prerequisite. First term (3).

4. Horace. Three books of the Odes, and selections from the Satires and Epistles. Courses 1, 2, and 3, prerequisite. Second term (3).

5. Cicero's De Amicitia, and prose composition. Courses 1 to 4, prerequisite. First term (3).

6. Selections from Lucretius, Catullus, Martial and Juvenal. Supplemented by a study of Latin literature. Courses 1 to 5, prerequisite. Second term (3).

7. Selections from Quintilian. Courses 1 to 6, prerequisite. First term (3).

8. The Comedies of Plautus and Terence. Courses 1 to 7, prerequisite. Second term (3).

9. Selections from Suetonius, Pliny the Younger, and Aulus Gellius.

Greek.

1. Select Orations of Lysias, Plato's Apology, and prose composition. First term (4).

2. Xenophon's Hellenica, and Plato's Crito. Prose composition continued. Second term (4).

3. Selections from the history of Thucydides. Courses 1 and 2 prerequisite. First term (3).

4. The tragedies of Euripides: Medea and Alcestis. Courses 1, 2, and 3, prerequisite. Second term (3).

5. Demosthenes' Oration on the Crown. Courses 1, 2, 3, and 4, prerequisite. First term (3).

6. Sophocles: the Oedipus Tyrannus; History of Greek literature. Courses 1 to 5 inclusive, prerequisite. Second term (3).

7. Selections from the Lyric Poets. Courses 1 to 6 inclusive, prerequisite. First term (3).

8. Aeschylus' Agamemnon, and Isocrates' Panegyricus. Courses 1 to 7 inclusive, prerequisite. Second term (3).

French.

1. Grammar and Exercises. Fraser and Squair's Grammar. First term (3).

This course is designed for those students who, having entered college without French, wish to learn to read it with ease.

2. Easy Translations. Second term (3).

3. Composition and Reading. First term (3).

4. Translations from Modern Authors. Second term (3).

5. French Drama of the seventeenth century: Corneille, Le Cid; Moliere, Les Femmes Savantes; Racine, Athalie. Selections from Pascal, Bossuet and La Rochefoucauld. French Literature of eighteenth century: Beaumarchais, Le Barbier de Seville; Voltaire, Zaire. Lectures and textual study of History of French Literature. First term (3).

6. A supplementary course in sight reading, for those who desire more practice in reading and conversation, will be given if desired. Second term (3).

German.

1. Grammar and Exercises. Becker's Grammar. First term (3).

This course is offered for those who do not present German for entrance.

2. Readings and composition. Freytag; Rosegger; Scheffel; Heyse. Second term (3).

3. Grammar and Composition continued. Selections from Modern Authors. First term (3).

4. Readings from standard authors. Second term (3).

5. Study of Lessing and Schiller. First term (3).

6. Study of Schiller and Goethe. History of German Literature. Second term (3).

Spanish.

1. Grammar, Composition and Reading; Loiseaux, Grammar and Reader. Alarcon, El Capitan Veneno; Valdes' Jose. First term (3).

2. Galdos, Electra; Valera, Pepita Jimenez. Selections from Don Quixote; also from Lope de Vega and Calderon. Grammar and Composition continued. History of Spanish Literature. Second term (3).

3. Spanish Fiction. First term (3).

4. History of Spanish Literature and Spanish Fiction. Second term (3).

Italian.

1. Grammar and Exercises. Grandgent's Grammar. First term (3).

2. Composition and Reading. Second term (3).

3. Translations from Easy Novels. First term (3).

4. Translations from standard authors. Second term (3).

Sanskrit.

1. Perry's Sanskrit Primer; Whitney's Sanskrit Grammar; Extracts from the Nala Episode.

2. Extracts from the Hitopadeca, and Kathasaritsagara: Selections from the Rigvedas and Sutras; Weber's History of Indian Literature.

It is recommended that the work in Sanskrit be undertaken only by students of both Latin and Greek. Recitations arranged to suit the convenience of students.

Chemistry.

1 and 2. General Inorganic Chemistry—A brief study of Theoretical and Physical Chemistry precedes a more thorough consideration of the elements. All the elements and their more important compounds are studied as to their physical and chemical properties and economic value. The lectures and text-book work are interspersed with experiments for demonstrative purposes, and each student is required to do laboratory work. The practical work of the second term is elementary Qualitative Analysis. Text and reference books: Hinds, Newth, Remsen, Freer, Roscoe and Schorlemmer. Two terms, Recitations (2), Laboratory (2).

3. Advanced Qualitative Analysis—The student is drilled in the separation of the groups and members of groups, of positive and negative radicals, until he can solve any problem given him. Text and reference books: Newth, Noyes, Prescott, Fresenius, Sellers. Either term (3).

4 and 5. Quantitative Analysis—A general course in Gravimetric, Volumetric, Colormetric and Photometric Analysis. Text and reference books: Newth, Fresenius,

Carnes, Thorpe, Clowes and Coleman. Qualitative analysis a prerequisite. Two terms (4).

6. Organic Chemistry—All the leading types of organic compounds are studied with their graphic formulae, properties and economic importance. Text and reference books: Remsen, Richter, Perkin and Kipping. Courses 1 and 2 prerequisite. Second term (2).

7. Organic Preparations—A laboratory course designed to accompany Course 6. Second term (3).

8. Special Methods—Water Analysis; Electrolytic Analysis; Ore Analysis. Other courses designed to meet needs of students. Credit given according to amount of work done.

Geology and Mineralogy.

1. General Geology—These divisions of the subject will be considered fully: Physiographic, Stratigraphic and Lithological Geology; Dynamic and Historical Geology. A general knowledge of Botany and Zoology is necessary to a proper understanding of the Paleontology involved in Historical Geology. It is recommended, also, that the study of Course 2 precede this course. Field trips will be taken as time permits. Text and reference books: Le Conte, Dana, and Scott. Second term, 3 hours.

2. Descriptive Mineralogy and Lithology—This course includes the study of Crystallography, and of the physical properties of all the more common minerals and rocks. Specimens are used for illustration and the student is made familiar with them so that he can identify them elsewhere. Text: Dana's Works; Kemp's Handbook of Rocks. First term (2).

Biology.

BOTANY.

1. General Morphology—An elementary course covering the entire plant kingdom, including essentials of Ecology, Physiology and introduction to analysis of plants. Coulter's Botany and Gray's Flora are required. Second term, Recitations (2), Laboratory (2).

2. Special Morphology—Minute study of Thallophytes, Bryophytes, Pteridophytes and Spermophytes. Reference books: Bessey, Vines, the "Bonn" text-book. Either term, Recitations (2), Laboratory (2).

3. Field Botany—During the month of September and May, if students desire it, this course will be given. It will consist wholly of practical work in the field at odd times. Prerequisite: Course 1.

4. Histology—Practical work in section cutting, staining and mounting specimens.

ZOOLOGY.

5. Invertebrate Zoology—Careful study of typical forms of all the groups, beginning with the Protozoa. Text and reference books: Kellog, Thomson, Parker and Haswell. First term, Recitations (2), Laboratory (2).

6. Comparative Anatomy of Vertebrates—Continuation of Course 5 with respect to Vertebrates, studying the type forms comparatively. In both this and Course 5 special attention is paid to the doctrine of development. Second term, Recitations (2), Laboratory (2).

7. Human Physiology—The object of this course is to give the student a thorough understanding of the anatomy and physiology of the human body. Hygiene and kindred topics are included. First term (3).

Philosophy and Sociology.

1. Logic—A discussion of the laws of thought such as is given in the text-books on logic. A detailed study of the Concept, the Judgment, the Syllogism and the System. First term (3).

2. Economics—This course consists of studies in the departments of Production, Consumption, Distribution, and Exchange, and some related topics, such as Taxation, Banking, Protection, etc. Required of Juniors. First term (2).

3. Ethics—a study of the psychological ideas upon which ethics is founded—the moral life as it is seen in the Social Unity; Moral Institutions; the Duties; the Virtues; Moral Pathology; Moral Progress. Required of Juniors. Second term (3).

4. Types of Ethical Theory. A General Survey. Second term (2).

5. Psychology—This course includes a brief study of the brain, spinal cord, and other parts of the body which effect the psychological powers and processes, with the descriptive psychology of the fundamental processes, the senses, the higher psychical functions, the feelings and the will. In the psychological laboratory experiments are made in the studies of reflex action, reaction-time, memory and attention.

Text-books and Works of Reference: James's Psychology, briefer course; Ladd's Descriptive Psychology; Dewey's Psychology; Baldwin's Handbook of Psychology; Wendt's Human and Animal Psychology; Scripture's New Psychology. First term (5).

6. History of Philosophy—In this course is given a general survey of the important systems of philosophy. Text-

book: Haven's History of Philosophy. Second term (3).

7. Sociology—An introductory study of the subject. Second term (2).

8. Science of Education—In this department regular students as well as those desiring to equip themselves for teaching, will have the opportunity to study: (1) History and Principles of Education, (2) Elementary Psychology, (3) Child Psychology, (4) Educational Theory and Method.

Text-books will be used; also, the valuable reference works to be found in the Mitchell Library.

Outline of Courses for Degrees.

NOTE.—For details concerning entrance requirements see pages 22-29. Numerals in parentheses indicate the number of class exercises per week; other figures refer to the courses.

For the Degree of Bachelor of Arts.

Entrance requirements: Mathematics, English, Elementary Science and History, Latin and (Course I) Greek; or (Course II) instead of Greek, French or German.

FRESHMAN YEAR.

COURSE I.	COURSE II.
Mathematics 1, 2, 3, (4).	Mathematics 1, 2, 3, (4).
English 1, 2, 3, (3).	English 1, 2, 3, (3).
History 1, 2, (2).	History 1, 2, (2).
English Bible 1, 2, (1).	English Bible 1, 2, (1).
Latin 1, 2, (4).	Latin 1, 2, (4).
Greek 1, 2, (4).	French 3, 4, or German 3, 4, (3)

SOPHOMORE YEAR.

Literature 1, 2, (4).	Literature 1, 2, (4).
Latin 3, 4, (3).	Latin 3, 4, (3).
Greek 3, 4, (3).	Mathematics 3, 4, (3).
Chemistry 1, 2, (4).	Chemistry 1, 2, (4).
Mathematics 3, 4, or French 1, 2, or German 1, 2, (3)	French 5, 6, or 1, 2, or German 5, 6, or 1, 2, (3)

JUNIOR YEAR.

Physics 1, 2, (3).	Physics 1, 2, (3).
Philosophy 1, 2, 3, 4, (5).	Philosophy 1, 2, 3, 4, (5).
Oratory 1, 2, (2).	Oratory 1, 2, (2).
Electives (8).	Electives (8).

SENIOR YEAR.

Philosophy 5, 6, 7, (5).	Philosophy 5, 6, 7, (5).
Oratory 3, 4, (2).	Oratory 3, 4, (2).
Electives (11).	Electives (11).

For the Degree of Bachelor of Science.

Entrance requirements: Mathematics, English, Elementary Science and History, and (a) Latin (4 years), French or German; or (b) Latin (2 years), French or German, Additional Science and History: or (c) Latin (2 years), French and German, Science or History.

FRESHMAN YEAR.	SOPHOMORE YEAR.
Mathematics 1, 2, 3, (4).	Literature 1, 2, (4).
English 1, 2, 3, (3).	Mathematics 3, 4, (3).
History 1, 2, (2).	French 1, 2 or 5, 6, (3).
English Bible 1, 2, (1).	German 1, 2 or 5, 6, (3).
French 3, 4, or German 3, 4, (3).	Biology 1, 5, or Chemistry 4, 5, (4).
Chemistry 1, 2, (4).	

(*Junior and Senior Years, the same as for the Bachelor of Arts Course.*)

ELECTIVES FOR THE JUNIOR AND SENIOR YEARS.

History 3—6.	Sanskrit 1, 2.
English 4.	Mathematics 6—12.
Literature 3—9.	Biology 1—7.
Latin 5—9,	Astronomy 1—3.
Greek 5—8.	Geology 1—2.
French 1—6.	Chemistry 3—8.
Spanish 1—4.	Physics 3, 4.
German 1—6,	Philosophy 8.
Italian 1—4.	

Graduate Courses.

Graduate instruction is offered in all the branches taught in the College, and is arranged in two courses leading respectively to the degrees of Master of Arts and Doctor of Philosophy. In both of these courses at least one year of residence is required. Students entering upon either of these courses must pay a matriculation fee of $5, and during the year of residence pay the usual college fees, together with such Laboratory fees as the course selected may require. On receiving the degree the student will pay an examination and diploma fee of $25. Candidates for the ministry are not exempt from any of these fees.

1. Master of Arts.—A.M.

Graduates with the degree of Bachelor of Arts of this institution, or of other colleges with equivalent courses of study, will be received as candidates for the degree of Master of Arts. One year of resident study will be required. The student will select from the electives offered in the College Junior and Senior years enough of subjects to make eighteen hours a week and to include three of the following general lines of study: Language, Mathematics, Science, Philosophy, and English. The candidate must pass satisfactory examinations on all these subjects of his study, and present an acceptable thesis on some subject within the range of his special studies.

Bachelors of Science of this institution and of other institutions having equivalent courses of study will be admitted as candidates for this degree, provided they pass

satisfactorily an examination in Latin and Greek such as is required for admission to the Freshman class, or devote five hours in the week to the study of Latin and Greek during their year of residence.

2. Doctor of Philosophy.—Ph.D,

The candidate for this degree must have completed a course of study equivalent to that required in this University for the degree of Bachelor of Arts. He must then pursue, under the direction of the Faculty, a course of study embracing one major and two minor groups of subjects; must pass satisfactory examinations in them, and present a thesis within the field of the major subject showing original research.

Bachelors of Science are admitted to this course on the same conditions as to the course for the degree of Master of Arts. See above. At least one year of residence at the University is required. Students may complete the course in three years.

Engineering School.

Established in 1852.

A. H. BUCHANAN, DEAN.

The Faculty is composed of Instructors in the School of Liberal Arts.

The course of instruction in this school embraces:

1. Civil Engineering.
2. Mining Engineering.
3. Architecture and Design.
4. Geodesy and Topography.

The following four years' course is required for candidates for the degree of Civil Engineer:

Program of Studies of the Course in Civil Engineering.

FRESHMAN YEAR.

Algebra.	Analytical Geometry.
Trigonometry.	Land Surveying.
Descriptive Geometry.	Perspective Drawing.
Drawing and Lettering.	English Composition.
English Composition.	Rhetoric.
Rhetoric.	Shades, Shadows, Perspective.

SOPHOMORE YEAR.

Calculus.	Chemistry.
Chemistry.	Railroad Surveying.
Architectural Drawing.	Retaining Walls.
Literature.	Topographical Surveying.
Strength of Materials.	Literature.
Higher Algebra.	Determinants.

JUNIOR YEAR.

Mechanics of Engineering.	Physics.
Logic.	Botany.
Political Economy.	Ethics.
Physics.	Mechanics of Materials.
Stereotomy	Geodetic Survey.
Materials of Engineering.	Adjustment of Observations.
Zoology.	French or German.
French or German.	Iron Highway Bridges.

SENIOR YEAR.

Roofs and Bridges.	Descriptive Astronomy.
Framed Structures.	Geodetic Astronomy.
Street Railway Roadbed.	Geology.
Psychology.	Sociology.
Physiology.	Sewerage Systems.
Physics.	Sanitary Engineering.
Mineralogy.	Coffer Dams.
French and German.	French and German.

Descriptive Geometry—Stereoscopic views of the solutions of the principal problems; construction in India ink of all problems, Isometric Projections, and Plane Projection Drawings.

Shades, Shadows and Perspective—Problems constructed in India ink.

Railroad Engineering—From Reconnaissance to Construction.

Railroad Alignment—Problems performed in the field, Setting out Work, Computations of Earth-work, and Drawing Plans and Profiles.

Drawing—Map and Topographical, in Contours and Hachures: Ornamentation and Lettering. (Sample Topog-

raphy from United States Coast and Goedetic Survey Reports.)

Mechanics of Engineering—Construction of Machines and Machine Drawing; Slide-Valve and Link Motion; Air, Water and Steam Motors.

Civil Engineering—Materials and Structures, Theory of Stresses, Stability and Strength of Wood and Iron Girders, Bridges, Roofs, and Arches. Mechanics and Materials. Masonry: Retaining Walls, Foundations, Tunnels, etc.; Analytical and Graphical Methods of Deducing Stresses.

Stereotomy—Carpentry and Stone-cutting.

Geodesy—Figure Adjustment of Geodetic Surveys, and Computations for Latitude, Longitude, Altitude, and Azimuth of Triangulation points and lines.

Text-books cost about $65.

Tuition, $50 per term of five months.

For further information address A. H. Buchanan, Lebanon, Tenn.

School of Oratory.

Established 1903.

DEAN, F. J. STOWE.

The Faculty is composed of Instructors in the School of Liberal Arts.

General Statement.

Designs of the School.

It is the aim and purpose of the Trustees and Faculty, in opening the Cumberland University School of Oratory, to supply a need long felt in the South, a course of study which will give the student a thorough, efficient and artistic preparation for the public professions; such a course as is provided by no other institution in the South, and by only a few in the United States. The majority of the schools of oratory give little or no attention to the academic studies; therefore, their work is merely professional and superficial.

It is the design of this school to provide the student with a thorough course in language, literature, philosophy, science, and oratory in all its phases, thus combining the scholastic with the artistic. Both impression and expression are necessary to the orator. Naturalness, individuality and power are chief among the virtues possessed by the public speaker.

Requirements for Admission.

Candidates for admission to the course of study leading to the degree of Bachelor of Oratory must pass the written

examination required for entrance to the first year's course in the School of Liberal Arts.

Time Required for Course.

The time required for the regular course of study is one hundred and twenty hours, or twenty hours per week for three years. Credit will be given for work done in other courses, or in accredited Colleges. The schedule will be so arranged that each course will begin and close with the term, and the student will be given credit for work accomplished.

Fees.

The expense for work in this school will be found advertised in the School of Liberal Arts.

Courses of Instruction.

While the Emerson Methods are used as the basis of work, this School stands for independent investigation in the science and art of oratory. The best methods of the best systems will be freely used. The course will be both theoretical and practical.

The sixteen courses of instruction are as follows:

1. *The Principles of Oratory.*

The purpose of this course is to develop and bring under the perfect control of the will all the powers and faculties of the student; to enable him to think clearly and adequately while on his feet, and to train him to command himself, in order that he may command others. These principles are based on well known laws of psychology, and aim to develop the individuality and character of the student.

1. Principles of Development.
   First year. Two terms, five hours.
2. Principles of Power.
   Second year. Two terms, five hours.

2. *Voice Culture.*

The aim of this course is to correct all vocal defects and to develop the clearness, volume, force, carrying power and expressiveness of the voice, so that it may be, as it was intended by nature to be, the true reporter of the thoughts and feelings of the individual.

1. Voice Building.
2. Articulation.
3. Responsiveness.
4. Vocal Technique.
5. Vocal Physiology.
   Three terms, one hour.

3. *Physical Culture.*

By properly arranged and carefully directed exercises, by the study and practice of the laws of health, it is the aim of this course to develop health, strength and grace of body. The body should be the ready and willing servant of the mind.

1. Body Building.
2. Body Movement, harmony.
3. Responsiveness.
4. Human Physiology and Anatomy (in Science Department.)
5. Philosophy of Gesture.
   Three terms, one hour.

4. *Theory.*

Lectures will be given monthly by members of the Faculty and others. Various text-books will be used, free use of the library made, and lectures will be required of the students. This course will include:

1. Philosophy of Oratory.
2. The Laws of Art Applied to Oratory.
3. Art Criticism.

Six terms, one hour.

5. *Extemporaneous Oratory.*

The extemporaneous orator is one who, having his subject-matter thoroughly in hand, clothes it in form, words and expression while under the inspiration of his audience. This is, perhaps, the highest form of oratory. The student will not only study the theory, but he will do practical work in gathering and arranging material and in delivering original lectures, addresses, etc.

1. Preparation and Delivery of Discourses.
2. Impromptu Speaking.

Two terms, two hours.

6. *Forensic Oratory.*

This course includes a thorough study of the principles of argumentation, the rules of public debate, and the laws governing public assemblies. The class will convene, from time to time, in the form of a public assembly, and each student will be required to take part in debate.

1. Argumentation.
2. Parliamentary Law.
3. Debate.

Two terms, two hours.

7. *Dramatic Oratory.*

Prominence is given to the study of dramatic oratory, as it is one of the most effective means of developing the student's natural powers to the greatest height. It is a means of personal culture, it stimulates the imagination, helps to broaden the sympathy, and develops a sense of the beautiful. Plays are analyzed, characters and interpretations discussed, and scenes presented for criticism.

1. Shakespeare, three plays.
2. Comedy, one play.
3. Monologue, one standard work.

Five terms, two hours.

8. *Artistic Oratory.*

The purpose of this course is to perfect the student's artistic form of interpretive expression. Only the more artistic productions of the masters of literature will be used. Special attention will be given to the development of the student's appreciation of the beautiful; he will also be directed in cutting, arranging and adapting the works of the masters to his own interpretation. This course covers the whole scope of interpretive reading and recitation.

1. The Novel for Platform Use.
2. Vocal Interpretation of the Great Poets.

Two terms, two hours.

9. *Oratory and Orators.*

This course aims at a careful study of the lives and works of the world's greatest orators, also of the times in which they lived and of the results which they achieved. If by careful study the student possesses himself of the funda-

mental principles which governed the lives of the great masters, and if he can then inculcate these principles into his own life, he will have gained infinitely more than it would be possible for him to gain by any amount of imitative work, even though he had none other than absolutely perfect models.

1. Ancient.
2. Modern.

Two terms, one hour.

10. *Teachers' Course.*

This course is for the special benefit of those wishing to fit themselves as teachers of Oratory and Expression, it is not required for the degree of Bachelor of Oratory.

The work will be given by means of both text-books and lectures. Full opportunity will be given the student for observation of work done in all classes, the comparison of notes, and the discussion of methods. The student will also be given practical work in teaching for criticism.

Time arranged according to the demands of the work.

The schedule will be arranged so as to articulate with the classes in the School of Liberal Arts, and the following courses will be given in connection with that school, as stated in the catalogue:

11. *History.*

Courses 1—6 in School of Liberal Arts.

12. *Literature.*

Courses 1—4, 8—9 in School of Liberal Arts,

13. *English Bible.*

Courses 1—5 in School of Liberal Arts,

14. *Language.*

    1. First year Latin courses 1—2 in the School of Liberal Arts.
    2. One modern language, courses in School of Liberal Arts.

15. *Philosophy.*

    Courses 1—6 in School of Liberal Arts.

16. *Science.*

    Course 7 in School of Liberal Arts.

Conservatory of Music.

Established 1903.

Faculty.

DAVID E. MITCHELL,
President.

EUGENE FEUCHTINGER, DEAN.
Professor of Piano, Pipe-Organ, Voice Culture, Theory and History.

MRS. SARA T. FEUCHTINGER,
Piano.

LEONTINE E. PIERRIE.
Violin, Harmony.

Department at the Lebanon College for Young Ladies.

E. E. WEIR,
President.

MISS PEYTON,
Principal. Piano.

LUCY SHANNON,
Voice Culture, Elementary Theory.

MISS BRODESON,
Piano.

Announcement.

Cumberland University, with its affiliated schools, has always been provided with opportunities for music study, and the work of the past is gratefully acknowledged. The

growth of the University and the increasing demand in the South for standard academic music study induced the authorities of the University to establish a Conservatory of Music, organized on the broadest art basis and modeled after the foremost European institutions. Neither effort nor expense will be spared to make it a school of highest ideals, second to none in the high character of its faculty and among the very first in practical usefulness and results.

Buildings, Recital and Concert Halls.

The Conservatory will, for the present, be fitted out in Memorial Hall, a description of which is given in the early part of this catalogue. Large and well lighted teaching and practice rooms are provided, furnished with superior pianos and conveniences. Recitals and concerts will be held in Caruthers Hall, a description of which is also to be found in other pages of this catalogue.

Libraries and Reading Rooms.

There are several large Libraries and Reading Rooms within the several departments of the University. They are open to our students of music. A musical library is now being started.

Classification of Students.

We recognize two classes of students—*Academic* and *Special.* *Academic* students are those who declare their intention to finish either course for Teachers' Certificate or the Graduate Course, including the degree of Bachelor of Music. *Special* students are those who do not wish to finish either course, but who may at any time enter the Academic Course and are entitled to the same privileges as

the Academic students. No examinations are required of Special students.

Teachers' Certificate.

A student desiring the Teachers' Certificate must pursue the Academic Course for at least one year. He must pass in the following studies and grades: *Piano:* Grade 6, Harmony 2, Theory 2, History 2. *Voice Culture:* Grade 4, Harmony, Grades 1 and 3. History or Theory, Grade 2. *Violin:* Grade 4, Harmony 1 and 3. History or Theory, Grade 2. *Pipe-organ:* Same requirements as for Piano.

Diploma of Graduation and Degree of Bachelor of Music.

At least one year resident study in the Academic Course is required. The student must pass examination in following studies and grades: *Piano:* Grade 8, Harmony 4, Theory 2, History 2. *Voice Culture:* Grade 6, Harmony 2, Theory 2, History 2. *Violin:* Grade 6, Harmony 2, Theory 2, History 2. *Pipe-organ:* Same as for Piano. (Piano can be substituted for Theory.)

Compulsory Studies.

All beginners and all others who are not thoroughly grounded in the elementary branches of sight reading, time value of notes, time beating, etc., must attend the classes of elementary Theory. Text-book: Jousse's Musical Catechism.

These classes are free to all music students.

All special students in Piano, Voice and Pipe-organ of any grade, must take one term in Harmony, and one in Harmony playing. Voice students can omit Harmony playing and substitute Third Grade of Harmony. Students

who have studied Harmony elsewhere and can pass satisfactory examination are exempted from these requirements.

All students must attend the Choral classes, unless valid excuses can be given. The Choral classes are free to all music students.

Free Advantages.

Elementary Theory, Choral Classes, Organ Recitals, Concerts by the Faculty, Students' Recitals, Lectures, Public Lessons and Demonstrations by the Director, University Libraries, Reading Rooms, and the most important of all free advantages to our students is

The School of Public Performances.

This school is one of the most valuable features of music study. Few other schools of like nature afford such unlimited opportunities for training in this direction. This feature of our Conservatory, although entirely free to its students, is worth many times the price of their regular tuition. It is the feature that brings the largest and quickest results in the shortest possible time.

What does all the study amount to, if the student cannot play or sing before friends or a public audience?

Memorizing.

Our students are taught to memorize both technical exercises and pieces. We use as few text-books as possible, not only because considerable expense is thereby saved to the student, but also chiefly because entire attention to correct and supple condition of arms and hands and fingers can be given, instead of dividing the attention between the music rack and the keyboard.

Concentration.

We teach concentration from the first lesson to the last. Mental discipline is our chief element of success. Progress will be rapid and the student will acquire self-control, ease and repose in public appearance.

We Claim

That by our methods and system of teaching we make *better* players and singers, in *much less time,* and at *much less expense,* than can be done elsewhere. We stand on the firm ground of long experience and continual and attested success.

Assistance to Profitable Positions.

Academic students can rely on our assistance to secure for them profitable positions. The Director has placed a large number of his students in very remunerative positions. There are now more offers for *competent* teachers than students to fill them. It is merely a question of—are you qualified?

Talks and Lectures

By the Director on: "How to be a Successful Student, a Successful Teacher;" "How to Get Large Classes and Hold Them;" "The Musician's Success in Public Life;" "Success in Society, in Church, in the Home;" "Financial Success as a Musician;" "How to Gain and Hold the Respect of the Public;" etc., etc.

Oratorio Society.

An Oratorio Society of several hundred voices is to be organized for the purpose of producing the master oratorios and operas and to give our voice students the opportunity

to appear as soloists. Last year we gave Rossini's Oratorio with eminent success.

A Word about Our Piano and Voice Methods.

The playing of Paderewski, Bloomfield-Zeisler, and the many other great piano artists, all of them students of the celebrated Leschetizky, of Vienna, has long ago decided the matter of a pre-eminent piano method. The Leschetizky method has been taught by our Director for many years. His students have been praised and accepted as possessing the true Leschetizky method. This method is simple and natural; no efforts are wasted, nothing is overlooked, nothing can be added. The Leschetizky method will be taught to all students of the piano; with it goes an absolute assurance that nothing better can be had anywhere in the world.

Those students who desire more experience after graduating with us will be accepted also in the artist classes of Madam Bloomfield-Zeisler, teacher of the Bush-Temple Conservatory of Music, Chicago, Ill. They will also be accepted by Herr Felix Dreyschock, Royal Prussian Professor of Music at Berlin. Also by Madam Steppanoff, late with Leschetizky, of Vienna. The Leipzig Conservatory and the Stuttgart Conservatory, of Germany, are also open to them. Moritz Moskowski, of Paris, France, will accept our graduates, and similar opportunities will be offered to them in voice, violin and organ.

The old Italian school of singing is still the best for singers. Modern science, however, has discovered new facts. These new discoveries we have made our own, mastered them, and they place us in a position to do much

more for the voice than has been possible heretofore. We guarantee a beautiful voice to our students who will faithfully practice what we teach. Some very important exercises will be disclosed to our voice students, most of them known only to a very few teachers in America.

Courses of Study.

I. Piano.

The Graduate Piano Course is divided into four years of two terms each. It is expected that one grade will be finished each term, thus making it a course of eight grades.

Beginners and those who have no correct technical foundations can choose between the two following courses, A and B:

In Course A, students are formed into classes of four; they will receive two full hour lessons each week in the Leschetizky method of Piano Technic. Besides the two class lessons each student will receive one private half-hour lesson in which pieces only are studied; in thus separating the mechanical from the musical they will get considerably more attention and should advance very rapidly in their technic.

In Course B the student gets two private lessons, in which technic and music are taught individually.

Grade I.—Selections from the following studies to suit individual taste and requirement will be taught: National Graded Course, Grade 1. Koehler, Op. 151. Epler, Op. 41. Friedrich, Op. 262. Gurlitt, Op. 102, four hands. Easy and pretty pieces.

Grade II.—Continuation of technic study, Leschetizky method. Bertini, Op. 100. Heller, Op. 47. Lambert's systematic course of studies, Book 1. Pieces of easier execution.

Grade III.—Lambert's Book 2. Heller, Op. 47. Lecouppey, Op. 26—15 Studies for Mechanism. Schumann, Op. 15 and 68. Sonatinas, pieces of all styles. James H. Rogers, The Development of Velocity, Op. 40.

Grade IV.—Lambert's Book 3. Heller, Op. 45. Lecouppey, Op. 26. Bertini, Op. 29. Sonatinas and easy sonatas, etc., continued. James H. Rogers, The Development of Velocity, Op. 40.

Grade V.—Lambert's Book 3. Heller, Op. 45 or 46. Czerny-Pfeiffer Studies, Book I. Bach, two-part inventions. Pieces, etc., by classic and modern composers.

Grade VI.—Czerny-Pfeiffer Studies, Book II. Heller, Op. 16, Book 1 or 2. Cramer-Bulow, 50 Studies. Pieces, etc., by classic and modern composers.

Grade VII.—Cramer-Bulow Studies, or Czerny-Pfeiffer. Kullak, Octave Studies, Book I. Bach, Preludes and Fugues. Chopin and Schumann Etudes. Clementi, Gradus ad Parnassum. Pieces by Beethoven, Schubert, Chopin, Schumann, Liszt, Bach.

Grade VIII.—Kullak, Octave Studies. Cramer-Bulow or Gradus ad Parnassum. Concertos, Rhapsodies, Ballades, etc.

II. Voice Culture.

The graduate Voice Course is three years, divided into six grades. The individual student and his or her especial needs will be the only consideration in the selection of exercises and studies. Mental application, will power, energy,

and a good ear are the principles mostly insisted upon, besides, of course, good breathing.

Grade I.—Breathing. Tone placing. Ear training. Articulation. Marchesi, Op. 2. Panofka, Vocal, A, B, C, and 24 Vocalises. Easy songs, etc.

Grade II.—Panofka continued. Concone, Op. 9. Lamperte's daily exercises. Songs, especially sacred songs.

Grade III.—Vaccai, Practical Italian vocal method. Concone, Op. 9. English, Italian and German songs.

Grade IV.—Vaccai continued. Cornell, the practice of sight singing. Study of Oratorio.

Grade V.—Spicker, Masterpieces of Vocalization, Book I or II. Preparation for concert, oratorio and church singing.

Grade VI.—Spicker, Masterpieces, Book III. or IV. Preparation for concert, oratorio and church singing.

Sacred songs or church singing will be especially cultivated in every grade, preparing for church positions.

III. Violin Course.

FIRST YEAR.

1. Dancla's School. Spohr's School.
2. Pleyel's Duets.
3. C. Boehmer's Exercises on Intonation in All Keys.
4. Hering's Scales in First Position—Major and Minor.
5. Easy Pieces in First Position.

SECOND YEAR.

1. Positions—Second, Third, Fourth and Fifth.
2. Dont's Scales and Cadences.
3. G. Hasse's Double Stops and Bowing Exercises.

4. H. E. Kayser's three books (36 Etudes).
5. Easy classical solos.
6. Dancla's Ecole du Mecanisme.

THIRD YEAR.

1. H. Schradieck's Study of Scales.
2. Dont's twenty-four Exercises preparatory to Kreutzer.
3. Kreutzer's Studies.
4. Adelburg—School of Velocity.
5. Sonatas and Concertos.

IV. Pipe-Organ.

The graduate requirements are the same as for Piano. The student must be able to play Piano to the third grade.

SECOND AND THIRD YEAR.

Stainer's Organ Method. Schneider, Pedal Studies, J. S. Bach, Organ Pieces. Preludes, Postludes.

FOURTH YEAR.

Rink's Organ School. Bach's Fugues. Mendelssohn. Sonatas. Improvisation. Modern composers.

Harmony.

The Harmony Course is of two years' duration, divided into four grades. We introduce an entirely new feature in the study of Harmony. We lead the student by systematic degrees to an intelligent understanding of the laws of intervals, and scale and chord writing. After that we review the same lessons, but this time we require no written exercises and no text-book. All the work is now done on the Piano, playing now from memory what has been

previously learned by writing. Each year consists of one term of Harmony writing and one term of Harmony playing from memory. This course will improve a student's reading and playing.

Grade I.—Jadassohn's or Stainer's Manual of Harmony. System of Intervals; Triads, Inversions, Chords of the Seventh and Inversions; Exercises in Part Writing.

Grade II.—No text-book. The work of the First Grade is exactly repeated, but now it is studied from memory and played on the Piano.

Grade III.—Jadassohn's or Stainer's continued: Chords of the Ninth, augmented Sixth. Diminished Seventh. Modulation, Suspension, Passing Tones, Organ Point.

Grade IV.—No text-book. Repetition of Grade III on the Piano.

Theory.

Grade I.—Text-book: Mason & Matthews' Primer of Music. Piano Touch, Phrasing, Transposition, Rhythm, Scansion, principles of expression, accent, technics, principles of correct fingering. Scale practice, metronome, pedals, embellishments, principles of taste, nature and object of music study.

Grade II.—Lectures illustrated on the Piano and Organ. Study of style and dynamics. Study of form. Lyric, Thematic, Suite, Sonata, Concerto, Symphony, Classic, Romantic and Realistic forms. Oratorio, Opera, Music Drama. Musical Aesthetics.

History.

Grade I.—History of the Art of Music, by W. S. B. Mathews. Ancient Egyptians, Hebrews, Assyrians, Greeks,

Hindus and Japanese. Minstrels of the North. Arabs and Saracens. French Epics. Influence of Christianity. French and Belgic schools. Netherlands; Italy. Dawn of Modern Music. Italian Opera; France; Germany. Oratorio, Beginning of Instrumental Music.

Grade II.—Same text-book. Modern music. Bach, Handel, Haydn, The Sonata, Mozart, Beethoven. The Romantic Period. Schubert, Mendelssohn, Chopin, Schumann. The Pianoforte. German Opera, Weber, Wagner. Great Virtuosi. American composers.

Examinations.

At the end of each term written or oral examinations will be held in the Theoretical Classes. A grade of sixty must be made to pass to the next term's work.

Other Instruments.

Competent instructors are provided for all wind and stringed instruments.

Ensemble and Orchestra.

The nucleus of a very good Orchestra is already formed. It is earnestly hoped that many students will enter the Orchestra classes. Piano students will find opportunity to play in ensemble work and in accompanying.

Regulations for Conservatory Students.

Conservatory students are expected to observe the regulations of the University.

All fees are payable in advance to the Director.

Sheet music is furnished by the manager at a discount of twenty-five per cent.

No visiting in practice rooms is permitted.

Students must practice at their appointed periods.

Lessons lost by students are not made up.

In cases of prolonged, severe illness, credit will be given for time missed; such credit can be made up in any subsequent term.

Music students pay a contingent fee of $1.50 each term to the University.

Terms of Tuition per Term.

All private lessons by the teachers are thirty minutes; by the Director, twenty minutes. All class lessons are one hour.

The Conservatory year, like that of the University, consists of two terms; the tuition marked below is payable each term in advance.

Piano and Pipe-Organ Courses.

First year—Two private lessons each week, or two full hour classes and one private lesson per term..$30 00
Second and third year—Two private lessons each week 35 00
Fourth year—Two private lessons each week..... 40 00
Special Technic Classes, two-hour lessons..... 20 00

Voice Culture.

First and second years—Two private lessons each week... ... ... 35 00
Third year—Two private lessons each week..... 40 00

Violin Course.

First and second years—Two private lessons each week... ... ... 30 00

Third year—Two private lessons each week..... 35 00
In classes—Two full hour lessons each week..... 15 00

Brass Instruments, Guitar and Mandolin.

Two private lessons each week, per term..... 30 00
The same in classes—two full hour lessons..... 15 00
Harmony, Theory or History..... 12 00
Choral classes (free to music students)..... 4 00
Elementary Theory (free to music students)..... 10 00
Piano rent, one hour's daily practice, per term..... 2 50
Practice Clavier, one hour's daily practice, per term.. 2 50
Pipe-organ, one hour's daily practice, per term..... 5 00
Teachers' certificate 5 00
Diploma of graduation 10 00

Information regarding rooms, board, etc., is contained in the front part of the catalogue.

For all further information in regard to music study, write to the Director.

Law School.

Established in 1847.

Law Faculty.

NATHAN GREEN.

ANDREW B. MARTIN.

W. C. CALDWELL.

Historical Note.

This school was created on the 9th day of January, 1847; or, to be more accurate, on that day the Board of Trustees took the first step, by resolution, looking to the establishment of a Law School. At various subsequent sittings of the Board the plan of organization was perfected, and in the month of October, 1847, the first term opened, with one professor and seven students present. Judge Abraham Caruthers was the professor. He resigned his seat upon the bench of the State to accept the position. His name has passed into history as one of the ablest judges that ever presided in the courts of the State. His opening address attracted wide attention, and was copied and commented upon in many of the legal publications throughout the country. He assailed and utterly discarded the old system of teaching by lectures, and insisted that the science of law should be taught like any other science—like mathematics, like chemistry.

The school was at once a success. In 1861, at the breaking out of the war, there were one hundred and eighty law

students in attendance. Judge N. Green, Senior, then one of the Supreme Judges of the State, was called to assist Judge Caruthers in the conduct of the school in 1852. He resigned his position on the bench to do so. Shortly thereafter N. Green, Junior, was elected a professor, the prosperity of the school requiring the services of three instructors. These three gentlemen continued as the Faculty until the breaking out of the Civil War in 1861. Judge Abraham Caruthers died during the war. Judge N. Green, Senior, survived the war, and assisted his son (N. Green, Junior) in the revival of the school, but died, at an advanced age and full of honors, in 1866. He was succeeded that year by the Hon. Henry Cooper, and two years thereafter, Judge Cooper having resigned, Judge Robert L. Caruthers, who was for many years on the Supreme bench of the State, was elected to fill the vacancy. He resigned in 1881 because of advancing years and feeble health, and Andrew B. Martin succeeded him, having been elected to the position in 1878. In 1902 Judge W. C. Caldwell, then upon the Supreme Bench of the State, was elected a third Professor, and he will hereafter give a portion of his time to the duties of the place, giving instruction in Constitutional Law and general Practice, including the hearing of causes in Supreme Courts.

This is among the oldest law schools of the South, and its success from the beginning has been unparalleled by any other similar institution. Thousands of young men have here received instruction in the law. They are to be found in every section of the country, and in every honorable station for which professional training fits them. Some have reached the bench of the "greatest court on earth,"

the Supreme Court of the United States, and many are and have been chief executives of States and members of both houses of the United States Congress. Indeed, wherever found, in public or private station, on the bench or at the bar, their successful careers, attributable in some degree, in our opinion, to the systematic training received here, are giving prestige to their *Alma Mater.*

No law school of the country within the first half century of its existence has furnished the profession a more honorable and worthy body of graduates than has this school, and it is with commendable and natural pride that the institution now points to the record of these distinguished sons.

The following facts will be verified in the experience of any young man who attends this school:

First.—More than ten thousand pages of living law are actually read and recited by the students in this school.

Second.—The course which is equal to the two years' course of other law schools is accomplished here in one year.

Third.—The same course spread over two years costs twice as much as when it is accomplished in one year.

Fourth.—The graduates of this school are allowed a second year free if they desire it.

Fifth.—The young man who completes the one year course of this school is prepared to pass the examination for license, and to enter at once upon the practice of his profession.

For catalogue or other information address LAW SCHOOL, Lebanon, Tenn.

In addition to the regular law course, a Summer Lecture

Course, covering eight weeks, is conducted during the summer vacation. For information concerning this course address ANDREW B. MARTIN, Lebanon, Tenn.

Theological School.

Established in 1852.

Faculty.

DAVID EARL MITCHELL,
President of the University.

JAMES ROBERT HENRY, B.D., DEAN,
Professor of Homiletics and Pastoral Theology.

ROBERT VERRELL FOSTER, D.D.,
Professor of Systematic Theology.

CLAIBORNE H. BELL, D.D.,
Professor of Missions and Apologetics.

WINSTEAD PAINE BONE, A.M., LIBRARIAN,
Professor of New Testament Greek and Interpretation.

FINIS KING FARR, B.D.,
Professor of Hebrew and Old Testament Interpretation.

JOHN VANT STEPHENS, D.D.,
Murdock Professor of Ecclesiastical History.

ROBERT GAMALIEL PEARSON, D.D.,
Professor of the English Bible and Evangelistic Methods.

NATHAN GREEN, LL.D.,
Instructor of Law.

FRANK JAY STOWE, O.M.,
Instructor in Oratory.

Special Lecturers, 1904-5

REV. A. H. McKINNEY, PH.D.,
"The Relation of the Pastor to the Sunday School."

REV. J. B. HAIL, D.D.,
"The Japan of To-day."

General Information.

Historical Note.

The Seminary was founded in pursuance of an overture made to the Trustees of Cumberland University by the General Assembly of the Cumberland Presbyterian Church, in May, 1849, the acceptance of which overture by the Trustees was reported to the Assembly in May, 1850. The Trustees took final action in regard to the founding of the Seminary, in 1852; but it was not until September, 1853, that the school was formally opened. There was at the beginning only one professor, Rev. Richard Beard, D.D., he having been called to the Chair of Systematic Theology. He was for seventeen years the sole teacher in the Theological School, with the exception of certain professors in the Literary Department of the University, who gave aid in the work of instruction. Among the latter were President T. C. Anderson, D.D., who taught the subject of Homiletics and Pastoral Theology, and Professor William Mariner, A.M., who taught the languages in which the Bible was written. In 1860, Rev. B. W. McDonnold, D.D., LL.D., was elected Professor of Pastoral Theology and Sacred Rhetoric. In 1877, the institution took on a new lease of life, and the following additions were made to the faculty: Rev. S. G. Burney, D.D., LL.D., Professor of Biblical Literature; Rev. W. H. Darnall, D.D., Professor of Ecclesiastical History; and Rev. R. V. Foster, D.D., Professor of Hebrew and Greek. In 1881, Rev. J. D. Kirkpatrick, D.D., was elected Professor of Ecclesiastical History, and in 1885, Rev. C. H. Bell, D.D., was elected Professor of Homiletics

and Missions. Since that time, six other persons have served as members of the faculty; the regular course has been extended to three years instead of two; the courses of study have been improved; and the work of the Seminary as a whole has been more thoroughly organized. The Trustees have directed that Seminary students shall have the privilege of pursuing, free of charge, such studies as they may wish to take in other departments of the University, provided the consent of the Seminary Faculty be first obtained.

Classes of Students.

Regular Students are those who pursue the Classical Course of three years, on the completion of which the Seminary's diploma is awarded and the degree of Bachelor of Divinity conferred.

English Students are those who pursue the English Course of two years, on the completion of which a certificate is awarded.

Special Students are those who pursue only some part of the regular courses of study. To these no certificate is awarded. A statement of the work performed by such students is given upon request.

Graduate Students are those who, having completed the Classical Course, pursue further studies under the direction of the Faculty.

Objects, and Conditions of Admission.

While the Seminary's chief object is to train men for the ministry of the Gospel, in the Cumberland Presbyterian Church, it is open to all Christian men and women who desire such preparation as it can afford for usefulness in any department of Christian work.

Students of other Seminaries, bearing testimonials of honorable dismission, are received *ad eundem gradum.*

Those desiring to enter either the Classical or the English course of study, who have not received the degree of Bachelor of Arts, or its equivalent, from some reputable institution of learning, must present satisfactory evidence, by examination or otherwise, that they are capable of pursuing the course with profit. Special students must satisfy the same requirement with reference to the particular studies which they desire to undertake.

Since the labor of stated preaching during the months of school work is excessive, and injury both to class standing and to health and future usefulness is liable to result, students are expected not to make such engagements to preach as will interfere with their studies, and in no case to engage statedly to supply any pulpit without consultation with the Faculty.

Experience has proved, that, as a rule, it is ill-advised for one to attempt to take collateral academic or professional studies while pursuing the regular course in the Seminary. In no case will this be permitted without the special approval of the Theological Faculty.

The Seminary Year.

The Seminary year begins on the first Thursday in October and closes on the Tuesday before the second Thursday in May. The year is divided into two terms. Thanksgiving Day and Christmas week are holidays. Monday is the weekly holiday.

Fees and Expenses.

No charge is made for instruction. Applicants for admission to the Seminary, whatever the studies they wish

to pursue, must pay a contingent fee of $5.00, and a library fee of $1.00, for each term of the Seminary year; and until these fees are paid, no one can be enrolled as a Seminary student. When students enter late in the term, no deduction is made from the contingent and library fees.

Comfortable rooms, furnished, are provided at Divinity Hall for all Seminary students desiring to occupy them. No rent is charged, but each occupant must furnish his fuel and lights, also pay a fee of twenty-five cents a month in advance, as a means of providing a fund for having the rooms cared for and kept in repair. Those using these rooms are expected to take their meals at Divinity Hall, the rate for table board being $7.50 per month. Families with children are not received at Divinity Hall.

The new dormitory on the University campus affords excellent accommodations to students at rates from $13.00 to $15 per month, according to character of rooms.

Board and lodging may be had in private families and boarding houses in Lebanon at from $12.00 to $15.00 per month.

Financial Aid.

The Seminary has a limited fund with which to aid probationers, and deserving students may also receive aid from Presbyteries, from Christian friends, and from the General Assembly's Educational Society. Communications on this subject should be addressed to the Dean of the Seminary.

Regular Seminary Exercises.

A daily devotional service, conducted by members of the Faculty or by students, is an important feature of the religious life of the Seminary. Subjects for prayer, medi-

tation or discourse in connection with this service are usually announced in advance.

Near the opening and close of each Seminary year, the sacrament of our Lord's Supper is observed by the Faculty and students.

At the weekly Rhetoricals, sermons and addresses are delivered by the students, papers read, and practical questions of importance discussed. Members of the Faculty conduct these exercises and offer their criticisms and suggestions, either in public or in private.

The Seminary Young Men's Christian Association, described below, holds a missionary meeting monthly. The exercises are conducted according to a program carefully planned in advance, and are a source of missionary inspiration and information.

Under the direction of this Association, several voluntary classes among the students pursue the courses of studies in Missions arranged from year to year by the Student Volunteer Movement.

Student Activities.

Every Seminary student is enrolled as a member of the Seminary Young Men's Christian Association, which is connected with the Theological Section of the Collegiate Department of the International Y. M. C. A. work. By virtue of this connection, the Seminary receives frequent visits from the Secretaries representing this department of Christian activity. The students elect their own officers, and send one or more of their number as delegates to the annual convention of Seminary Y. M. C. A. workers. The Association has Executive, Devotional and Missionary Committees, on each of which the Faculty is represented.

The Seminary Circle of Church Extension is a voluntary organization among the students, for the purposes of training in personal work, of reaching neglected and destitute regions with the Gospel, and of providing work for students during the vacation months. By the efforts of this organization, many places adjacent to Lebanon have been supplied with preaching, and Sunday schools have been maintained in needy neighborhoods. The Circle has the commendation and support of the entire Faculty.

The Theological Student Body, for the orderly consideration of matters which concern it as such, maintains a formal organization, electing its own officers and holding business meetings upon call.

The Caruthers and Heurethelian literary societies of the University are open to Seminary students, whom the Faculty cordially encourage to join, for the sake of the literary culture, parliamentary training, and social intercourse, which such societies afford.

The Seminary Equipment.

The Seminary occupies almost the entire second floor of Memorial Hall of Cumberland University. Public exercises are held in the Seminary chapel, in Memorial Chapel in the same building, in Caruthers Hall, or in the Cumberland Presbyterian Church of Lebanon, as the occasion may require.

The Hale Reference Library of the Seminary, beautifully and substantially furnished, contains over eighteen hundred volumes of standard and recent works of reference, catalogued and arranged by subjects, which are constantly used by the students. Here are also to be found the most important American and English theological publications.

In the room adjoining the Hale Reference Library are the several thousand volumes, from the Murdock and Beard libraries and other sources, which constitute the remainder of the Seminary library. In the Mitchell Library of the College, on the floor below, the student may consult the standard works of literature, science and philosophy, and the best current periodicals in these departments.

The Seminary Chapel seats one hundred and fifty, is carpeted, well lighted, and excellently furnished.

The Mission Room has been arranged by the care and toil of Dr. C. H. Bell and Mrs. Bell. It serves as a museum and lecture-room for the study of Missions. Here is to be found a very fine collection of interesting objects from many mission fields, including a complete and full-sized *fac simile* of a room in a Japanese dwelling of the better class.

There are three spacious class-rooms, with maps and blackboards, a private office for the Dean of the Seminary, and a convenient cloak-room.

It may be suggested to friends of the Seminary that the endowment fund should be further increased, as well as the fund for the assistance of students; that numerous details of equipment remain to be supplied; and that money for the purchase of new books is a constant need. Correspondence on these subjects will be welcomed by the Trustees, the Dean, or any member of the Faculty.

Special Lectures and Addresses.

Opportunities continually arise for securing the services of prominent Christian workers of various communions, for formal or informal lectures and addresses to the Seminary students. In the nature of the case, pre-

vious announcement of these appreciated privileges cannot be made. Some of those which were enjoyed during the past year are mentioned below.

By arrangement of the Board of Sunday School and Young People's Work, a course of lectures upon the Relation of the Pastor to the Sunday School was delivered by Rev. A. H. McKinney, Ph.D., of Philadelphia, Pa. Dr. McKinney was formerly Superintendent of Sunday School Work in the state of New York, but is now Associate Editor of the Sunday School Publications of the Presbyterian Church, U. S. A. This course consisted of seven lectures.

Rev. J. B. Hail, D.D., Cumberland Presbyterian Missionary to Japan, delivered two lectures on the Japan of To-day. These lectures contained much new and valuable information concerning the modern political, social, and religious movements in that country. Among others who were heard were: Rev. M. F. Ham, Evangelist, on "The Use of the Bible in Evangelistic Work;" Rev. D. R. Putnam, D.D., LL.D., Professor in Lane Seminary, Cincinnati, Ohio, on "The Dignity and Influence of the Christian Ministry;" Rev. W. B. Pettus, of Columbia University, on "The Relation of Young Men to the Foreign Mission Field;" Rev. J. C. Day, on "The Student Volunteer Movement;" Rev. J. H. Hendrick, Evangelist; Mr. John R. Rush, Pittsburg, Pa. The annual address to the Senior Class was delivered by Rev. R. M. Tinnon, D.D., pastor of the First Cumberland Presbyterian Church, Nashville, Tenn. The commencement sermon was delivered by Rev. Charles B. Galloway, D.D., LL.D., a bishop of the Methodist Episcopal Church, South.

Catalogue of Students.

School of Liberal Arts.

GRADUATE STUDENTS.

David Brown, Tennessee ....Philosophy and English
A.B., Cumberland University.

Nellie J. Childress, Kentucky.....Language
A.B., Cumberland University.

Ward Crews, Tennessee.....Language
A.B., Cumberland University.

James Henry Pylant, Tennessee.....Philosophy
A.B., Cumberland University

P. M. Simms, Tennessee.....Sociology and Political Economy
A.B., B.D., Cumberland University.

T. B. Simms, Tennessee.....Philosophy
A.B., Cumberland University.

Kate Adelle Hinds, Tennessee.....Science and English
A.B., Cumberland University.

UNDERGRADUATES.

SENIOR CLASS.

Barksdale, William E.....Louisiana
Hinson, Thomas Goodrich.....Tennessee
McClain, Joe Scott.....Tennessee
Smith, Arthur William.....Pennsylvania
Suddarth, Wallace W.....Tennessee

JUNIOR CLASS.

Harris, W. Lee.....Tennessee
Grannis, Joe C.....Tennessee
Marshall, Robert Lyle.....Tennessee
White, Roma Gustavus.....Oregon,

SOPHOMORE CLASS.

Bentley, Annie.....Tennessee
Boggess, Dott.....Tennessee
Boggess, Delsie.....Tennessee
Case, Rush.....Georgia
Cochran, Robert C.....Tennessee
Crouch, Jack.....Tennessee
Drane, John M.....Tennessee
Euless, Ethel Ella.....Tennessee
Henry, Thomas Gilbert.....Tennessee
Hudson, Frederick Leonidas.....Tennessee
Harmon, Robert Stockard.....Tennessee
English, Robert Jefferson.....Tennessee
Callan, James.....Alabama
Landram, Hugh Kerr.....California
Murray, Paul Monroe.....Tennessee
Mace, Katherine Nicholson.....Tennessee
McDowell, Stanley W.....Tennessee
Robertson, Baldwin.....Tennessee
Shuman, William M.....Ohio
Stewart, Clarence.....Ohio
Watson, Rodolph Burney.....Kentucky

FRESHMAN CLASS.

Bartmess, James William.....Ohio
Barlow, Edwin Francis.....Tennessee
Bone, John W.....Kentucky
Braun, Samuel Alvin.....Kentucky
Clagett, Hubert Laymen.....Kentucky
Denney, John William.....Kentucky
Franks, William D.....Tennessee
Gill, Willie Warren.....Tennessee
Halsey, Alberta Elizabeth.....Ohio
Havron, James Brock.....Georgia
Lowry, Nicholas Talmage.....Alabama
Martin, Elaine.....Tennessee
Moore, Garland Stephen.....Tennessee
Mitchell, Earl Johnson.....Alabama
McLean, Annie Lee.....Kentucky
McKinney, Jeane.....Arkansas

Nance, J. D.....Oklahoma
Lanier, Powless.....Tennessee
Paty, Thomas Cleveland.....Tennessee
Polk, William Harrison.....Tennessee
Parker, Leonard P.....Tennessee
Reynolds, John Lacy.....Tennessee
Steele, Willard H.....Tennessee
Seat, William Robert, Jr.....Tennessee
Tinnon, R. S.....Tennessee
Waters, Lindsley.....Tennessee
Wakefield, Paul C.....Tennessee
Wimberley, Pryor.....Alabama
Logan, Irene Earle.....Tennessee
Cummings, Allen.....Tennessee

SPECIAL STUDENTS.

Bledsoe, Julia Ophelia.....Tennessee
Clark, George Lyman.....Illinois
Fakes, Eleanor.....Tennessee
Fakes, Sara.....Tennessee
Howe, Lucile.....Alabama
Hale, Willie Abram.....Tennessee
Head, John Allen.....Tennessee
Minton, Elbert L.....Tennessee
Miller Clara Abbie.....Arkansas
Mount, Roxie.....California
Vaughan, Katherine.....Tennessee
Waters, Julia.....Tennessee
Witteman, Cline H.....Missouri
Woodall, Emma.....Alabama
Varney, Florence.....Ohio
Grice, W. F.....Pennsylvania
Means, J. T.....Texas
Taylor, B. G.....Texas
Kennedy, Mrs. Allen.....Arkansas
McMican, B. F.....Kentucky
Gray, W. E.....Kentucky

ENGINEERING STUDENTS.

Kelley, T. C.....Tennessee
Lawrance, Euless.....Tennessee
Willard, Clyde.....Virginia

School of Oratory.

Alexander, G. C.	Alabama
Barlow, Edwin Francis	Tennessee
Barksdale, William E.	Louisiana
Boggess, Delsie	Tennessee
Callan, James Alex.	Alabama
Grannis, Joe C.	Tennessee
Hale, Willie Abram	Tennessee
Paty, Thomas Cleveland	Tennessee
Parker, L. P.	Tennessee
Paul, Lucy	Tennessee
Sneed, G. L.	Tennessee
Sneed, J. T.	Tennessee
Stewart, Clarence	Ohio
Tinnon, R. S.	Tennessee
Vaughan, Katherine	Tennessee
White, Roma Gustavus	Oregon

Law School.

Regular students	85
Special	5
Taking partial course	39

Conservatory of Music.

PIANO.

Algeo, Eugene	Tennessee
Burgs, Annie	Kentucky
Baker, Mabel	Indiana
Black, Maurice	Arkansas
Clayton, Annie	Tennessee
Dickson, Pearle	Tennessee
Dierks, May	Arkansas
Davis, Hattie	Kentucky
Estes, Lucile	Illinois
Gwyn, Bettie	Mississippi
Griggs, Mrs. Mattie	Tennessee
Feuchtinger, Lina J.	Tennessee

Howe, Lucile.....Alabama
Halsey, Emma.....Ohio
Hunter, C. A.....Tennessee
Hogan, L. R.....Mississippi
Hinds, Kate Adelle.....Tennessee
Hooker, Katherine.....Tennessee
Kyle, Sid.....Alabama
Leech, Lillian.....Kentucky
Miller, Clara.....Arkansas
Mount, Roxie.....California
Maynard, Polly.....Kentucky
Minor, Susie.....Tennessee.
McCrosky, Veda.....Tennessee
McCaron, Thaddy.....Arkansas
Noel, Will.....Tennessee
Simms, Alice.....Tennessee
Snodgrass, Della.....Tennessee
Stratton, Julia.....Tennessee
Towns, Lula.....Tennessee
Varney, Florence.....Ohio
Weir, Era.....Tennessee
Woodall, Emma.....Alabama

Piano, 34.

VOICE.

Dickson, Pearle.....Tennessee
Gwyn, Bettie.....Mississippi
Hinson, Thomas.....Tennessee
Halsey, Emma.....Ohio
Hogan, L. R.....Mississippi
Hunter, C. A.....Tennessee
Keck, Ruby.....Tennessee
Mount, Roxie.....California
May, Raymond.....Arkansas
Neely, W. S.....Indiana
Odum, Johnnie.....Tennessee
Snodgrass, Della.....Tennessee
Stratton, Julia.....Tennessee

Voice, 13.

VIOLIN.

Feuchtinger, Eugene.....Tennessee
Pracht, Guy.....Tennessee
Pracht, Frank.....Tennessee
Beard, Edna.....Tennessee
McFarland, Elizabeth.....Tennessee
Hill, Gladys.....Tennessee
Simms, Byrney.....Tennessee

Violin, 7.
Students in Harmony, 8.
Students in Musical History, 14.

Department in Lebanon College for Young Ladies.

Students in Piano..... 72
Students in Voice..... 27
Students in Harmony..... 7
Students in Violin..... 2

Theological School.

SENIOR CLASS.

1. Arthur, Elijah.....Indiana
   A.B., Franklin College — Indiana Presbytery
2. Beard, Elvin Taylor.....Tennessee
   A.B., University of Nashville — Madison Presbytery
3. Bennett, Samuel Moses.....Alabama
   Sumach Seminary — Robert Donnell Presbytery
4. Bostick, James Johnson.....Illinois
   A.B., Lincoln College — Vandalia Presbytery
5. Cude, Oliver C.....Texas
   Bethel College — Lebanon Presbytery
6. Huber, Joseph Wilhelm.....Illinois
   A.B., Lincoln College — Lincoln Presbytery
7. Love, E. W.....Arkansas
   Barren Fork School — White River Presbytery
8. Price, Andrew Kell.....Tennessee
   Cumberland University — Columbia Presbytery
9. Robison, George Daniel.....Tennessee
   L.I., University of Nashville — Lebanon Presbytery

10. Robison, James McGill.....Tennessee
Cumberland University — Lebanon Presbytery

11. Scroggs, George Robert.....Missouri
Greenfield College — Springfield Presbytery

12. Tucker, Pitser Duff.....Texas
A.B., Trinity University — Lebanon Presbytery

13. Vernon, James Francis.....Oregon
Mineral Springs College — Willamette Presbytery

14. Willhoit, John Burk.....Tennessee
Flint Springs Academy — Chattanooga Presbytery

15. Witteman, Cline H.....Missouri
B.S.D., Missouri State Normal College — Lebanon Presbytery

MIDDLE CLASS.

1. Brown, David.....Tennessee
A.B., Cumberland University — Chattanooga Presbytery

2. Clark, George Lyman.....Illinois
B.L., Lincoln College — Sangamon Presbytery

3. Crafton, C. E.....Tennessee
Bethel College — Obion Presbytery

4. Hail, Will P.....Alabama
Southern University — Birmingham Presbytery

5. Hogan, L. R.....Mississippi
University of Mississippi — Oxford Presbytery

6. Jacobs, Benjamin Franklin.....Kentucky
Marion High School — Princeton Presbytery

7. Jordan, John Walter.....Mississippi
Piedmont Seminary — Bell Presbytery

8. Kennedy, Allen.....Arkansas
University of Arkansas — Fort Smith Presbytery

9. McCammon, William Albert.....Missouri
A.B., Missouri Valley College — Lexington Presbytery

10. Newsome, Reuben Gyce.....Arkansas
A.B., Oxford College — Morrillton Presbytery

11. Rice, Bernard Lea.....Colorado
A.B., Colorado College — Lebanon Presbytery

12. Shelton, William Jefferson.....Tennessee
University of Nashville — Chattanooga Presbytery

13. Smith, James Hardin.....Tennessee
B.S., Hiwassee College — Knoxville Presbytery

14. Wear, Samuel Lee.....Texas
A.B., Trinity University — Fort Worth Presbytery

15. Wheeler, W. L.....Tennessee
L.I., University of Nashville — Elk Prespytery

16. Woodfin, William Moses.....Tennessee
A.B., University of Nashville — Elk Presbytery

JUNIOR CLASS.

1. Beecham, Anthony G.....Illinois
Trinity University — Ewing Presbytery

2. Crawford, Andrew J.....Mississippi
Cumberland University — New Hope Presbytery

3. Davis, Thomas Alvis.....Texas
Austin College

4. Hulse, John Franklin.....Arkansas
A.B., Arkansas Cumberland College — Fort Smith Presbytery

5. Hutchinson, Roy C.....Tennessee
B.S., Laneview College — Obion Presbytery

6. Mallard, Joseph Hardin.....Texas.
Trinity University — Denton Presbytery

7. Orr, Elbert.....Arkansas
A.B., Arkansas Cumberland College — Little Rock Presbytery

8. Street, Lemuel Alexander .....Tennessee
Cumberland University — Memphis Presbytery

9. Strong, William Bruce.....Alabama
Ph.B., Oakland Seminary — Robert Donnell Presbytery

10. Suddarth, William Wallace .....Tennessee
Cumberland University — Lebanon Prespytery

11. Taylor, Andrew J.....Kentucky
Cumberland University — Logan Presbytery

ENGLISH STUDENTS.

SECOND YEAR.

1. Clark, Mrs. Geo. L.....Illinois
Lincoln College

2. Gwynn, Henry McEwen.....Kentucky
   Alexander Training School — Owensboro Presbytery
3. Kennedy, Mrs. Allen.....Arkansas
4. McKibben, John A.....Oklahoma
   Chickasaw Presbytery
5. Neely, William S.....Indiana
   B.L., Lincoln College — Lincoln Presbytery
6. Russell, William T.....Tennessee
   Roane College — Knoxville Presbytery
7. Sade, W. I.....Arkansas
   Mt. Pleasant Academy — White River Presbytery
8. Stephens, J. T.....Alabama
   Robert Donnell High School — Talladega Presbytery
9. Stevens, J. B.....Tennessee
   Lebanon Presbytery
10. Tucker, Mrs. P. D.....Tennessee
    Trinity University

FIRST YEAR.

1. Fookes, Daniel W.....Kentucky
   West Kentucky College — Mayfield Presbytery
2. Gray, William Edward.....Kentucky
   Waynesburg College — Logan Presbytery
3. Grice, William Francis.....Pennsylvania
   Union Presbytery
4. McClung, James Claude.....Alabama
   Arkansas Normal — Birmingham Presbytery
5. McMican, B. F.....Kentucky
   Marion College — Logan Presbytery
6. Means, James Thomas.....Indian Territory
   Trinity University — Chickasaw Presbytery
7. Taylor, Benjamin G.....Indian Territory
   Pella High School — Chickasaw Presbytery

SPECIAL STUDENTS.

1. Alexander, G. C.....Alabama
   Cumberland University — Robert Donnell Presbytery

2. Baird, Ada M.....Tennessee

3. Harmon, R. S.....Tennessee
   Cumberland University — Columbia Presbytery

4. Henry, Thomas Gilbert.....Tennessee
   Cumberland University — Lebanon Presbytery

5. Martin, Flora C.....Tennessee
   Pontiac High School

6. Paul, Lucy T.....Tennessee
   University of Nashville

7. Shuman, William S.....Ohio
   Cumberland University — Miami Presbytery

8. Strong, Mrs. W. B.....Alabama
   Athens Female College

General Summary of Students.

School of Liberal Arts:		
Graduate Students	7	
Senior	5	
Junior	4	
Sophomore	21	
Freshman	30	
Engineering	3	
Special	21	91
Law School:		
Regular Students	85	
Special	5	
Taking partial course	39	129
School of Oratory		16
Conservatory of Music		184
Theological School:		
Senior	15	
Middle	16	
Junior	11	
English	17	
Special	8	67
		487
Counted twice	101	
Total		386

Degrees Conferred, 1904.

BACHELOR OF ARTS, A.B.

Bone, John N.
Irving G. Boydstun
Hinds, Kate Adelle
Walker, Joseph C.
Martin, Mabel
Weir, Lee

CIVIL ENGINEER, C.E.

McLean, Leland O.

BACHELOR OF LAWS, LL.B.

Forty-nine degrees given by the Law School in 1904.

BACHELOR OF MUSIC, B.M.

Keck, Ruby
Helm, Mary

BACHELOR OF DIVINITY, B.D.

Abney, James Henry
Clack, Isaac Newton
Gardner, Oscar E.
Lewis, Lemuel Jackson
Leeper, E. C.
Logan, William Thomas
Mitchell, Thomas Adkins
Poe, Walter Floyd
Spears, George McDonald
Totten, Leo L.
Trousdale, Otis Murphy
Wilhoit, Thomas Madison
Woestemeyer, Frederick Otto
Wozencraft, William Oliver

SUMMARY OF DEGREES CONFERRED, 1904.

Bachelor of Arts	6	Bachelor of Divinity	14
Bachelor of Laws	49	Bachelor of Music	2
Civil Engineer	1	Total Degrees, 71.	

Appendix.

Specimen Examination Papers.

To indicate the nature and scope of the written examination set for admission to regular standing in the College department, the following specimen examination papers are submitted. It is suggested that prospective students make trial of their attainments in the various studies with these specimen papers. The candidate who finds himself unable to do the work assigned may conclude that he is not well prepared for the Freshman class.

I. HISTORY.

1. Define a Greek tyrant.
2. Who was Lycurgus?
3. Name and give a brief account of two battles in which the Greeks defeated the Persians.
4. In what different ways did Athens and Sparta influence Greece?
5. Who were the Roman Decemvirs?
6. Name five great Roman generals.
7. Who founded the Roman Empire, and at what time?
8. What caused the downfall of the Roman Empire?
9. What can you tell about Mohammed?
10. Give a brief account of the Norman Conquest.
11. What was the purpose of the Crusades, and what good did they accomplish?
12. Who was the founder of the Church of England?
13. What was the Spanish Armada, and what became of it?

14. What are some of the results of the reform movement in England since 1832?

15. State the broad differences between the Puritan and the Virginia colonists.

16. What was the Northwest Territory as defined at the close of the Revolutionary War?

17. When, and under what circumstances did the United States acquire Louisiana?

18. What was the "Boston Tea Party?"

19. What is the oldest political party in the United States?

20. How many of our Presidents have been assassinated?

II. ENGLISH.

I. Correct the follow sentences:

1. What sort of a hat did he buy?
2. A lion is the emblem of England.
3. Neither of the three girls left the room.
4. He must have thrown not less than six or seven times.
5. He found a setting hen in the barn.
6. He was too hurt to be carried home.
7. Divide the peaches between the three boys.
8. I will be ten years old next Monday.
9. What is the distance between each of the fence posts?
10. Which of you girls left your hats lying on the grass?
11. I intended to have sent it yesterday.
12. I think he is as old, if not older, than you.
13. I told she and Mary to come to-morrow.
14. You can hardly find a more universal belief.
15. Not returning at the usual hour, the family became alarmed, and a party was organized to search for them.

II. The following questions are based on the list of books required for admission to the Freshman class. The list may be found on a previous page:

1. Which of the characters in the Merchant of Venice do you like best? Give your reasons.

2. When were the "de Coverly" papers written, and principally by whom?

3. Write a character sketch of the "Vicar" in the Vicar of Wakefield.

4. According to Carlyle, what were some of the chief merits of Burns?

5. Does the Ancient Mariner have a moral? If so, state it.

6. What spiritual truth did Lowell teach in The Vision of Sir Launfal?

7. What contrasts do you observe between Milton's L'Allegro and Il Penseroso?

8. Who spoke the following words, and what do they mean?

"The thane of Fife had a wife: Where is she now?—What, will these hands ne'er be clean?—No more o' that, my lord, no more o' that: you mar all with this starting."

9. Write a brief sketch of Ivanhoe.

10. Quote several of the finest passages you have memorized during your study of the books required for entrance, and point out the beauty of them.

11. Write an essay of about 500 words on one of the following topics: Julius Caesar; Sir Launfal; Silas Marner; Addison; the Princess in Tennyson's poem of that name; The Black Knight in Ivanhoe; John Milton.

12. What general differences have you found in your study to exist between the diction of prose and that of poetry?

III. MATHEMATICS.

Algebra.

1. Factor $4x^2y^2 - (x^2 + y^2 - z^2)^2$.

2. Solve $\frac{x+3}{x+1} + \frac{x-6}{x-4} = \frac{x+4}{x+2} + \frac{x-5}{x-3}$, without clearing denominators.

3. Reduce $\frac{1 + \sqrt{6}}{\sqrt{2} - \sqrt{3} + \sqrt{5}}$ to equivalent value with rational denominators.

4. Find by inspection $\sqrt{28 - \sqrt{300.}}$

5. Show by inspection that a is a factor of $(a + b + c)^3 - (-a + b + c)^3 - (a - b + c)^3 - (a + b - c)^3$.

6. Solve $x^3 - y^3 = 56$, and $x^2y - xy^2 = 16$.

7. Solve $\frac{3}{x-5} + \frac{2x}{x-3} = 5$.

8. Solve $\sqrt{16 - 7x + x^2} = x^2 - 7x - \frac{1}{4}$.

Plane Geometry.

1. Through a given point draw a perpendicular to a given line.

2. On a given line construct a segment of a circle that shall contain a given angle.

3. Construct the inscribed and the three escribed circles of a given triangle.

4. Divide a line into parts proportional to the segments of a given line.

5. Prove the product of the diagonals of an inscribed quadrilateral equals the sum of the products of its opposite sides.

6. Inscribe a regular decagon in a circle.

Solid Geometry.

7. The acute angle which a line makes with its projection on a plane is the least angle which it makes with any line in the plane.

8. Between two lines not in the same plane one, and only one, common perpendicular can be drawn.

9. Prove there can be only five regular polyhedrons.

10. Find the diameter of a given sphere.

11. Two symmetrical spherical triangles on the same or equal spheres are equivalent.

12. Prove the volume of a sphere is $\frac{4}{3}\pi R^3$

IV. LATIN.

1. Caesar—Gallic War, book II; chapter 2. Translate. Explain cases of following words, and give rules: nuntiis; aestate; Belgis; manus; diebusque. Explain the following uses of subjunctive: deduceret; inciperet; gerantur; cognoscant; proficisceretur. Give the principal parts of conscripsit; misit; cogi; proficisceretur; pervenit.

2. Cicero—Fourth Oration against Catiline; chapter 1. Translate and explain all of the subjunctives. Tell the case of each of the following, and quote rule: rei publicae; salutis; laboribus. Inflect malis; voluntas; acerbitates; cruciatus. Who was Catiline? Why did Cicero oppose him in these public speeches? What was the effect of Cicero's four orations?

3. Virgil—Translate Aen. II, 298-308. Explain cases of following words: arboribus (300), somno (302), auribus (303), flumine (305). Point out all of the main caesuras, and tell the foot in which each occurs. What was Virgil's motive in writing the Aeneid? In what condition was it left at his death?

4. Turn into Latin the following passages: So, when the battle was being fought by the cavalry that had been sent by the Aedui to help Caesar, the enemy began to flee. Then that no lands might be vacant for the Germans to seize, he ordered the Helvetians to go back to their homes. As soon as Caesar saw that he was being kept from supplies too long, he began to intrench a camp less than a mile beyond that of the Germans. When at last Cicero drove Catiline out of the city by his words, he unquestionably removed the danger from the forum and the senate house. That Catiline should go into exile at the warning of the consul was not to be expected, for he was not the man to be recalled from his mad purpose by fear or reason. Mark all of the long vowels in the foregoing sentences.

V. GREEK.

1. The Anabasis—Translate, Book II. 2. 1-2. Give the voice, mood, tense, number and person of the following verbs: ὥκετο; ἔμενε; ψαίη; ἦκωμεν; πράττετε; οἰηθῆ; ποιήσοι; εἶπε. Explain the optatives: ψαίη; ποιήσοι. Give the principal parts of ἔλεγον; κελεύει; ποιεῖν; πράττετε. Decline the following: οὗτοι; νυκτός; αὐτοῦ; τούτοις. Point out and define the different kinds of conditional sentences. At what stage of the "Anabasis" did Xenophon begin to take a prominent part? For what qualities of mind and body

was Cyrus noted? Tell briefly of the events that led to the capture of Clearchus and the other generals who were killed.

2. Turn the following into Greek: Thence they marched to a very large and beautiful park, in which the ruler of Syria had a palace. This park produces all things. If you wish to go away with me, come early in the morning. And when Clearchus asked the messengers concerning what they had come, they said that they reported a truce from the king. Especial attention should be given to accenting the words.

3. The Iliad—Translate Book III, lines 84–94. Explain the case of μάχης (84); κτήμασι (91); χρείσσων (92). Comment on κάλ' (89). Give mood and tense of verbs in first five lines. Scan first five lines, giving the divisions into feet. Point out an instance of elision. Does crasis occur in the lines? Define caesura; diaeresis; zeugma.

VI. FRENCH.

1. Give the plural of *fille, fils, cheval, chou, travail;* feminine of *vieux, vif, premier, ancien.*

2. Conjugate in full *vouloir.*

3. Principal parts: *jeter, avancer, manger, appeler,* explaining changes.

4. Future tense, *savoir, mener;* past indefinite *arriver, se flatter.*

5. Translate into French: He gave it to me. My friend (fem.) did not go to school this morning. Her mother was sick. She will go (there) to-day. If you have any paper, give John some. He hasn't any for his exercise. Do not ask him what he said, he will not tell you. One day an old lady came to our house and brought my sister some

beautiful white roses. My cousins (feminine) arrived this morning. I have not seen them yet. Do you know that gentleman on the other side of the street? Yes; he is an old friend of mine.

Translate into English:

(1) Regarde, Jean, dit le curé, quel changement! Je ne vais plus me sentir ici chez moi comme autrefois. Ca va être trop beau! Je ne vais[1] plus retrouver mon vieux fauteuil de velours marron, ou il arrivait si souvent de m' endormir après dîner. Et si je m'endors[2] ce soir, que deviendrai-je? Tu feras[1] attention, Jean. Si tu vois[1] que je commence[2] à m' engourdir, tu t'approcheras de moi et tu me pinceras un peu au bras. Tu me le[3] promets?

[1]Infinitive? [2]Present participle? [3]Antecedent?

(2) Je me suis longtemps promené dans la longueur de ma mansarde, les[1] bras[2] croisés, la[1] tête[2] sur la poitrine! Le[1] doute grandit en moi comme une ombre qui envahit de plus en plus l'espace eclairé. Mes craintes augmentent; l'incertitude me devient á chaque instant plus douloureuse[3]! il faut que je décide[4] aujour d' hui, avant[5] ce soir! J'ai dans ma main les dès de mon avenir et je tremble de les interroger.

[1]Why the article? [2]Syntax? [3]Masculine form? [4]Explain use. [5]Difference in meaning, *avant, devant.*

VII. GERMAN.

1. (1) Inflect (giving article), *Macht, Vater, Bundnis, Altertum, Student, Herz.* (2) Give several suffixes that form feminine nouns.

2. Rules for inflection of adjectives; when strong, weak, uninflected.

3. Give case (or cases) governed by following prepositions: *aus, auf, in, nach, um.*

4. What substitutes are used for relative and personal pronouns with prepositions, and under what conditions?

5. Translate:

(1) "Du könntest aber freundlich sein zu jedermann. Tanzen und singen mögen andere, denen das Leben leichter ist. Aber ein gutes Wort geben schickt sich auch für einen Betrübten.

Sie sah vor sich nieder und zog die Brauen dichter zusammen, als wollte sie ihre schwarzen Augen darunter verstecken. Eine Weide fuhren sie schweigend dahin. Die Sonne stand nun prächtig über dem Gebirg, die Spitze des Vesuv (Vesuvius), ragte über die Wolkenschicht heraus, die noch den Fuss umzogen hiedt, und die Häuser auf der Ebene von Sorrent (Sorrento) blinkten weiss aus den grünen Orangengärten hervor.

Composition (see above passage): (*a*) If we could be friendly to everybody, life would be easier for us. (*b*) Do not gaze down and do not contract your eyebrows. (*c*) Now the sun stands over (the) magnificent Vesuvius. (*d*) A group of clouds surrounds the foot of the mountain chain. (*e*) In the plain of Sorrento we saw white houses and a green orange-garden.

(2) Draussen auf der Strasse war es[2] tiefe Dämmerung; er fühlte die frische Winterluft an seiner heissen Stirn. Hie und da fiel[1] der helle Schein eines brennenden Tannenbaums aus den Fenstern, dann und wann hörte man von drinnen das Geräusch von kleinen Pfeifen und Blechtrompeten und dazwischen jubelnde kinderstimmen. Scharen von Bettelkindern gingen[1] von Haus zu Haus oder steigen[1]

auf die Treppengeländer und suchten durch die Fenster einen Blick in die versagte Herrlichkeit zu gewinnen[1]. Mitunter wurde[1] auch eine Thür plätzlich aufgerissen[1], und scheltende Stimmen trieben[1] einen ganzen Schwarm solcher kleinen Gäste aus dem hellen Hause auf die dunkle Gasse hinaus; anderswo wurde auf dem Hausflur ein altes[3] Weihnachtslied gesungen; es[4] waren klare Mädchenstimmen darunter.

[1]Give principal parts (including second and third persons singular of present indicative, if irregular). [2]Rule for position: other instances in the passage. [3]Explain form. [4]Explain use. Give other uses of *es*.

VIII. PHYSICAL GEOGRAPHY.

1. Contrast the floor of the sea with the surface of the land.

2. How are the Tides produced?

3. Which coast of the United States is more irregular? What is the explanation?

4. What evidence have we of an Ice Age in the Northern part of the United States?

5. Describe in order the physical features of Tennessee from east to west.

6. Give the composition of air, and state its importance to plant and animal life.

7. What are the factors that make up climate?

8. General explanation of winds.

9. How is dew formed? Snow? Rain?

10. Under what conditions can a waterfall be formed?

11. Give characteristics, manner of life and occupations of the people of the three zones.

12. How does proximity to the sea or navigable streams influence the life and industry of a people?

Course of Study for Training Schools.

That greater uniformity may be secured, and the preparatory instruction may be made more efficient, we suggest the following four years' course for training schools and academies. The numbers indicate the hours per week:

ENGLISH. 5. FIRST YEAR.
Language Lessons, Spelling, Writing, Easy Literature.

MATHEMATICS. 5.
Arithmetic, Mental and Written.

LATIN. 5.
Beginner's Latin, Grammar, Reader.

SCIENCE. 3.
Geography, Science Lessons.

HISTORY. 3.
United States History.

ENGLISH. 5. SECOND YEAR.
Language Lessons, Composition, Easy Literature.

MATHEMATICS. 5.
Arithmetic, Algebra.

LATIN. 5.
Grammar, Composition, Caesar and Nepos.

SCIENCE. 2.
Physical Geography, Science Lessons.

HISTORY. 3. First term.
General History.

*CIVIL GOVERNMENT. 5. Second term.

GREEK. 5. Second term.
Beginner's Greek Book.

ENGLISH. 5. THIRD YEAR.
Grammar, Composition, Rhetoric.

MATHEMATICS. 5.
Algebra, Geometry.

LATIN. 5.
Grammar, Composition, Cicero (six orations).

GREEK. 5.
Anabasis.

SCIENCE. 3.
Physiology and Physics.

ENGLISH. 5. FOURTH YEAR.
Rhetoric, Critical Study of English Classics.

MATHEMATICS. 5.
Algebra, Geometry.

LATIN. 5.
Grammar, Composition, Virgil (six books).

GREEK. 5.
Grammar, Composition, Anabasis, Homer.

SCIENCE. 3.
Chemistry.

HISTORY. 3.
† Greek and Roman History.

GERMAN OR FRENCH. 5.
May be taken instead of Greek.

* Omitted if thought best by those who begin Greek.
† Or instead, advanced United States History.

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